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Exploring the Training and Lived Experiences of Resident Directors

A dissertation submitted in partial satisfaction of the
requirements for the degree Doctor of Education

by

Hilary Lynn Crocker

2020

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ABSTRACT OF THE DISSERTATION

Exploring the Training and Lived Experiences of Resident Directors

by

Hilary Lynn Crocker

Doctor of Education

University of California, Los Angeles, 2020

Professor Christina A. Christie, Co-Chair

Professor Mark Kevin Eagan Jr., Co-Chair

This multi-method study explores how RDs characterize the training they receive for their jobs, and what employer-provided training, or other factors, inform how RDs respond to student alcohol use. The project employed a survey, as well as semi-structured interviews and document analysis to help identify the types of training that RDs are receiving in their role, explored the training and other factors that contribute to how RDs respond to student alcohol use, which they primarily encounter on-duty or through the student conduct process. The study yielded important information on how RDs own personal experiences with alcohol inform their work with students.

The dissertation of Hilary Lynn Crocker is approved.

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2020

DEDICATION

This work is dedicated to my family, those here today and those who have passed. To Adrienne Bertram Greenseid Vinetz, whose grace, sophistication, and love left an indelible mark on my life. To Emory and Katherine Crocker, who I did not know, but who impressed upon their children the importance of education and hard work. To my parents, Gail and Richard Crocker, for their steadfast love and support. To my partner, Jason, who is my family, for all his love and support. I also dedicate this work to the next generation, Shirley Ada Crocker—may you achieve everything you set your mind to!

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CHAPTER 1:

INTRODUCTION

Student affairs professionals touch the lives of hundreds of thousands of American college students every year. Those who work within the functional area of housing and residential life provide support to students outside of the classroom in on-campus residential communities all over the country. Resident directors (RDs)—professional staff members who live on campus, in the communities they supervise—have a wide range of job responsibilities, including supervising student staff, such as resident assistants (RAs), creating opportunities for residents to build community, and enhancing personal development. RDs are often also responsible for enforcing campus policies, both in residential communities and on campus through on-call duty response and student conduct responsibilities.

Given the varied and complex nature of the typical RD position, professional success depends in large part on proper training and orientation regarding institutional policies and cultural norms. Organizational scholars Van Maanen and Schein (1977) described the process by which new professionals obtain the knowledge and skills needed to perform in their organizational role as *socialization*. This scholarship built on the work of Thornton and Nardi (1975), who described the process of role acquisition as having four stages: “anticipatory, formal, informal and personal” (p. 873). According to Thornton and Nardi, it is the formal stage where those new to a role learn about the role’s defined rights and duties—as such, this is an especially important stage. This standardization helps ensure that the process is not haphazard or forgotten (Thornton & Nardi, 1975). As the area of student affairs has developed as a profession, scholars within the field have expanded upon the ideas put forth by Thornton and

Nardi (1975) and Van Maanen and Schein (1977) to highlight the importance of proper socialization for student affairs professionals. This study examines training, one important aspect of the socialization process.

Resident Director Preparation

Student affairs professionals who are fresh from earning a master's degree often begin their careers in entry-level positions in the functional area of housing and residential life (Belch & Mueller, 2003; Hirt & Janosik, 2003). In a survey of 104 mid- and senior-level student affairs administrators, the position of "residence hall director" was one of the positions most commonly identified as a typical entry-level student affairs position (Burkard, Cole, Ott, & Stoflet, 2005). Other job titles with analogous responsibilities include hall coordinator, hall director, and residence life coordinator (Hodge, 2016). The skills identified as typically needed for these positions include the ability to "interpret and enforce university policies, provide crisis intervention, and provide counseling to individual students" (Burkard et al., 2005, p. 292). When entering the field, new student affairs professionals will likely find themselves in positions with a significant amount of student contact, often providing services to students one-on-one or in group settings (Burkard et al., 2005).

Today, dozens of American universities offer master's level programs for those interested in pursuing a career in student affairs (NASPA, 2018). However, with so many different graduate programs educating those interested in working with students in higher education, each with its own curriculum and characteristics, scholars have been concerned about the lack of consistent learning outcomes that all graduates receive (Kuk & Hughes, 2003; Magolda & Carnaghi, 2004). The Council for the Advancement of Standards in Higher Education (CAS) has

helped to codify professional competencies for student affairs practitioners. Referred to as the CAS Standards, these areas of competency include programming, leadership, human resources, ethics, equity and diversity, organizational management, facilities knowledge, and assessment and evaluation (Dean, 2009). Thus, there is some consistency in graduate preparation, yet variation in campus-specific training persists across schools.

Unfortunately, since many campuses have different policies and crisis intervention expectations and protocols, there is no standard training available for those who accept RD positions immediately following the completion of a graduate school program. An internet search for information on professional residence life staff training yielded several schools that have outlined specific competencies for their professional staff members. For example, California Polytechnic State University (Cal Poly) in San Luis Obispo describes a commitment to providing a developmental experience for housing and residence life staff. The core areas, based on the CAS Standards, are designed to provide entry-level professionals with the skills they need to advance to their next positions. With regard to job-specific training, Cal Poly's website explains that professional staff members participate in a 3-week intensive training program prior to the start of the academic year (Cal Poly, n.d.).

Similarly, new staff members at the University of Illinois at Urbana-Champaign (n.d.) receive over 130 hours of orientation and new staff training during the summer. The university also provides a list of competency areas that its program focuses on, including social justice, crisis management, supervision, advising, and administrative skills. The institution's website describes its "Fast Start!" program, an extension of summer training that highlights topics such as the conduct process, administrative tasks, and staff supervision as they occur in real time.

Elon University in North Carolina also outlines a comprehensive plan for professional residence life staff, including a competency-based model. Competencies include administrative skills, crisis management, diversity, supervision, and interpersonal skills. Elon also includes training opportunities in the first month after staff begin work for the academic year (Elon University, n.d.).

Although there are some similarities amongst training programs, overall there is little consistency across colleges and universities nation-wide. The apparent inconsistency in RD training programs is surprising when we consider the serious issues that RDs face as they work with students, which include the emergence of serious mental health issues, sexual and interpersonal misconduct, chronic, time-consuming roommate conflicts and student alcohol use.

Student Alcohol Use

College student alcohol use has long been known to be a problem on college campuses, and alcohol use among college students is considered a major public health concern (Amaro et al., 2010; Dodd, Glassman, Arthur, Webb, & Miller, 2010). The national Monitoring the Future (MTF) study recently found that 32% of college students reported engaging in binge drinking—defined as five drinks or more per occasion per week—at least once in the two-week period prior to survey participation, compared to 29% of non-college going peers of the same age (Schulenberg et al., 2017). Additionally, the MTF study found that 41% of college students reported being drunk once in the last 30 days, compared to 30% of non-college going peers (Schulenberg et al., 2017). College students have demonstrated only a moderate decline in their levels of heavy drinking over time, with 40% of students surveyed in 1993 and 2008 engaging in binge drinking, compared to 32% in 2015 (Schulenberg et al., 2017). According to Zakletskaia,

Wilson, and Fleming (2010), 57% of college students who sought services at university medical centers met the criteria for being “at-risk drinkers.”

Excessive alcohol consumption affects college students individually, but it can also impact institutions. Roommates, classmates, faculty, and staff can all be affected by associated disruptive or dangerous behavior (Kitzrow, 2003). The negative consequences for students who over-consume alcohol while enrolled in college may include missed classes, poor academic achievement, damaged property, legal entanglements, and disciplinary action by college administration, not to mention health-related concerns like depression, risky sexual activity, and even death (Nelson, Xuan, Lee, Weitzman, & Wechsler, 2015; Wechsler, Davenport, Dowdall, Moeykens, & Castillo, 1994). Over time, poor academic achievement can lead to a violation of university academic policy and, in the most serious cases, result in dismissal. Costs to students can include also loan debt without the benefit of a college degree.

For the university, losing students can negatively impact overall retention. Estimating the cost of excessive college drinking is nearly impossible (Dowdall, 2008). Hard costs, such as increased expenditures for custodial and security work, often result in higher price tags for room and board or tuition; soft costs, such as institutional reputation, can be even more difficult to quantify (Dowdall, 2008). Student affairs staff, specifically those in residence life, are on the front lines of dealing with problematic student behavior, including alcohol use. As such, these staff may be most affected by the time-consuming, disruptive and emotionally and physically demanding nature of this work (Kitzrow, 2003)—particularly if they do not have adequate training.

Statement of Project and Research Questions

Given the lack of standard preparation for student affairs professionals as a whole, and housing and residential life professionals in particular, this study sought to understand more specifically how RDs characterize the training they receive for their jobs. The study also sought to understand specifically what employer-provided training or other factors inform how RDs respond to student alcohol use. The research was guided by the following research questions:

1. How do resident directors characterize the training they receive for their jobs?
2. What employer-provided training do resident directors receive related to student alcohol use? What other experiences or factors inform how resident directors respond to student alcohol use?

The findings will help inform future RD training and preparation generally, and in particular with regard to student alcohol use.

Overview of Research Design

This study was conducted with logistical support from the Association of College and University Housing Officers–International (ACUHO-I). There were three parts to the study: (a) an initial survey sent to ACUHO-I members with job titles that included resident director, resident hall director, hall director, and other analogous titles; (b) follow-up interviews with 12 RDs from different colleges and universities across the country; and (c) analysis of RD training-related documents.

Significance of the Study

This study is significant for two primary reasons. First, it helps deepen the understanding of the training that RDs across the country receive for their jobs. A better understanding of this

training can lead to improved training curricula and techniques for residence life professionals, not only once they are placed in jobs but also before they even begin, when they are graduate students. Because the RD role is such a common entry-level position, master's programs might choose to make adjustments to their curricula to better prepare graduates for the job market. Second, a better understanding of how resident life professionals address student alcohol use contributes valuable, practical information that could lead to a set of best practices for the field. Though this study did not examine a population large enough to make generalizable recommendations, it nevertheless provides important information about RD training and other learnings and experiences that RDs use to respond to job-related challenges generally, and to student alcohol use specifically.

CHAPTER 2:

LITERATURE REVIEW

In a recent MTF study, nearly half of the college students surveyed reported being drunk in the last 30 days (Schulenberg et al., 2017). Addressing student drinking continues to require university administrators' attention and resources. Because student affairs professionals, especially those in residential life, have a history of being *in loco parentis* (in place of the parent), they are uniquely positioned to respond to students who present with excessive drinking problems (Reynolds, 2013; White, 2007). However, housing and residential life is an area of specialty that has historically employed a large number of new professionals (Belch & Mueller, 2003; Hirt & Janosik, 2003). New professionals are typically considered to be staff with fewer than five years of professional experience (Henning, Kennedy, Cilente, & Sloane, 2011). Because of this history, ensuring that residence life professionals are properly trained and socialized is essential to ensuring that they succeed in their roles. This is particularly the case with respect to student alcohol use.

With all of this in mind, this literature review begins with a brief history of American higher education, followed by an overview of the development of the student affairs and residence life specialization. The chapter then addresses the evolution of the roles and responsibilities of residence life staff, as well as ways that they typically receive training. Finally, the chapter describes the history of alcohol consumption on college campuses and alcohol-related campus policies.

History of American Universities

In its earliest form, college in the United States mirrored the academic traditions of Europe (Cohen & Kisker, 2010; Thelin, 2011; Frederiksen, 1993). The nine original American institutions included Harvard, William and Mary, Yale, Rutgers University (formerly Queen's College), Columbia (formerly King's College), University of Pennsylvania, Brown, Princeton, and Dartmouth (Rudolph & Thelin, 1990; Thelin, 2011). These schools were characterized by enrollments of 100 students or less at a time, as well as a focus on instilling in young people the value of discipline, morals, and character (Cohen & Kisker, 2010; Rudolph & Thelin, 1990). The earliest American colleges were residential, with a small faculty living at the school and monitoring the students (Cohen & Kisker, 2010; Blimling, 2003). Costs were high, and with most colonial American families making their livelihoods as farmers, few were able to let their sons leave home to pursue an education that many saw as lacking practicality (Rudolph & Thelin, 1990).

As the United States won independence from the United Kingdom, a collegiate boom took place between 1790 and 1869 (Cohen & Kisker, 2010). Hundreds of institutions were established during this time, and though many closed soon after opening, these schools added diversity to the landscape of American higher education. They included everything from two-year community colleges and technical schools to seminaries, liberal arts colleges, and large comprehensive research intuitions (Cohen & Kisker, 2010; Thelin, 2011). Colleges and universities continued to be residential in nature, with schools taking on the role of parent, a practice known as *in loco parentis* (Cohen & Kisker, 2010; White 2007).

The period between 1870 and 1944 was marked by the passage of notable government legislation that included the Morrill Act, which tied funding to enrollment diversity, and the Servicemen's Readjustment Act, commonly known as the G.I. Bill, which provided opportunity for members of the military to attend college (Cohen & Kisker, 2010; Rudolph & Thelin, 1990). By the end of the 19th century, attending college had become fashionable and prestigious (Rudolph & Thelin, 1990). The number of undergraduate degrees increased from 9,000 in the previous era to 135,000. Doctoral degrees were also awarded, and professional programs expanded (Cohen & Kisker, 2010).

Between 1945 and 1975, there was a push for development of large public institutions; their popularity grew as society became more stratified, with some people unable to afford costly private institutions (Cohen & Kisker, 2010). Liberal arts colleges had to adapt to competition and began offering professional and graduate programs, thus diluting their original emphasis on undergraduate students. It was also during this time that community colleges experienced significant growth, with enrollment as high as 5 million students (Cohen & Kisker, 2010; Thelin, 2011).

After the boom of the 1970s, higher education in America was fraught with an inability to adapt nimbly to changes in funding sources and struggled to respond to the changing needs of a new student population (Thelin, 2011). In the area of student life and student services, many new departments developed, such as career services; in the area of housing, students and their families demanded upgraded facilities (Thelin, 2011). The American university of the 21st century enjoys prestige but also faces the demands of increasing student population diversity, as

women and students of color are increasingly represented and the availability of state funding has decreased (Thelin, 2011).

History of Student Affairs and Residence Life in American Universities

As mentioned above, early in the American higher education tradition, colleges and universities took responsibility for their students much like parents would take responsibility for their children (Cohen & Kisker, 2010). *In loco parentis* came to be expected—the safety and welfare of students were part of college and university culture, and institutions took steps to keep students safe (White, 2007). This expectation led to the development of the profession of student affairs. Initially thought of as a group of professionals specifically tasked with the well-being of students, the concept of student affairs first manifested in the positions of dean of women and dean of men (Mann, 2010). Over time, however, what was a position held by one or two individuals has grown to include thousands of professionals dedicated to providing support and learning opportunities to students outside the classroom, including in the buildings where students live.

The origins of the modern-day residence hall can be traced back to Europe in the Middle Ages, when cities were often overrun with thousands of young people attending universities (Blimling, 2003). As the college-going population changed in Europe and Great Britain, dormitories, characterized by the large number of students who slept in them, gave way to facilities known for more than just sleeping. The term *residence hall* more accurately conveyed the variety of social and educational activities that took place in the buildings where many college students lived (Blimling, 2003).

The British model of higher education made use of residential colleges to work with students holistically. Schools like Oxford and Cambridge were concerned not only with how students learned in the classroom but also with how they learned outside of the classroom. Thus, collegiate residence halls were an important aspect of educational programs (Brubacher & Rudy, 1997). Since the early American system of higher education was closely linked to the British model, residential colleges became a part of the American higher education landscape, but with some differences (Blimling, 2003; Frederiksen, 1993; Brubacher & Rudy, 1997).

American colleges and universities lacked the financial resources to invest in building facilities that would bring students and faculty together for the moral and intellectual betterment of students (Brubacher & Rudy, 1997). As such, facilities more closely resembled sparse military barracks than warm homes. Additionally, residential colleges required faculty to perform varied duties, including monitoring residence hall behavior, in addition to their responsibilities for classroom instruction (Blimling, 2003; Brubacher & Rudy, 1997). During the colonial period, alcohol consumption was accepted as part of socializing in every aspect of society. While colleges tried to limit the use of hard alcohol, beer and wine were not limited—in fact, they were often served in dining commons and sometimes played a role in commencement exercises (Brubacher & Rudy, 1997).

Early student life in the 18th century was influenced by religion. Regular prayer, church attendance, and theological study were all part of college life. Even as many institutions relaxed their perspectives, student conduct was still closely aligned with Christian values. This period of intense control included rules for everything, including class attendance, dress, fighting, gambling, and, of course, drinking. Additionally, because faculty were responsible for student

discipline, their role was sometimes described as that of a detective or sheriff (Brubacher & Rudy, 1997). Eventually, toward the end of the 18th century and into the early 19th century, student uprisings fueled by student–faculty conflict (Brubacher & Rudy, 1997) led to a decline in student housing popularity (Frederiksen, 1993).

Nevertheless, American college residence halls eventually emerged as a mechanism for providing a standardized living experience for college students and for enhancing the connections between students and between students and the institution (Blimling, 2003). By the early 20th century, college administrations saw it as their responsibility to contribute to students’ physical and emotional well-being as well as to their character development. In fact, with the legal case of *Gott v. Berea College* (1913), the idea of *in loco parentis* was made a legal obligation for college administrators (Blimling, 2003). Its operationalization came in the form of student control through residence hall rules and regulations, including the control of alcohol use. In the early 20th century, many colleges decided to ban all drinking by students, perhaps because of the influence of the temperance movement that was taking place in American society in general. Curfews, daily room inspections, and nightly roll call were among the other common regulations implemented in residence halls at this time.

Toward the middle of the 20th century, a considerable increase in college enrollment came about as a result of the 1944 G.I. Bill. This created an unprecedented demand on campus services, including housing (Thelin, 2011). This housing boom resulted in the construction of dormitories designed for maximum occupancy, with little thought given to the student experience or opportunities for student development (Palmer, Broido, & Campbell, 2008). In the 1960s, colleges and universities relaxed many past controls (Schroeder & Mable, 1994),

including eliminating curfews and dress codes, introducing co-ed housing, and allowing students of legal drinking age to consume alcohol in residence halls.

The 1970s marked a turn in the student housing philosophy, however. Student affairs and housing professionals began to realize that housing facilities were not maximizing their potential as vehicles for student learning and development (Schroeder & Mable, 1994). Because of this, more attention was paid to improving the educational opportunities available to students living there (Schroeder & Mable, 1994). In the late 20th century, housing programs continued to develop, and students and their families began to expect more from university housing programs and facilities. This came at a significant financial cost (Frederiksen, 1993).

Included in these new expectations was the desire for a living environment with the enforcement of behavioral policies, much like the earlier style of *in loco parentis* (Frederiksen, 1993). This desire for structure marked a departure from the 1960s and 1970s—decades marked by more student freedom—and a return to more concern for student safety. Frederiksen (1993) noted that concerns about residence hall safety were directly linked to the enforcement of housing policies related to alcohol and drug use and abuse.

In the early 21st century, college and university housing programs have continued to evolve. Learning opportunities outside the classroom continue to be a priority for today's students, and there is added pressure for housing and residence life professionals to create programs that directly support students' academic success (Dunkel & McCuskey, 2006). The popularity of traditional roommate arrangements and community bathrooms shared among entire floors has declined (Howe & Strauss, 2003). New amenities in housing facilities are a priority—so too is affordability, as college students continue to be concerned about financing their

education (Dunkel & McCuskey, 2006; Eagan et al., 2016). Additionally, creating welcoming communities for first-generation, international, and LGBTQ students remains a challenge for housing and residence life professionals (Blimling, 2015; Eagan et al., 2016; Nicolazzo & Marine, 2015).

Residential Staff Job Responsibilities

As described above, in the earliest iterations of American college housing programs, faculty members served as housing staff (Brubacher & Rudy, 1997; Frederiksen, 1993). These faculty fulfilled their role as teachers while living in the residential colleges with their students and providing support and supervision. The emergence of faculty–student conflict, as well as student rebellions, caused many faculty to lose interest in participating in the residential college experience (Frederiksen, 1993). This phenomenon, coupled with growing pressure to make more significant contributions to the research endeavors of the university, led faculty to feel that responsibilities in the residence halls were taking time away from their teaching and research responsibilities (Frederiksen, 1993). The emphasis on the English system of residential colleges lost popularity, and the trend shifted toward a system where students took on a more significant role. With these changes, the need for academic housing staff decreased (Frederiksen, 1993).

With many faculty leaving their residential positions, opportunities emerged for non-faculty to move into those positions. Housemothers—typically older women who lived in residence halls and acted as part parent and part supervisor—became key in the university’s system of *in loco parentis* (Frederiksen, 1993). It was not until the 1950s and 1960s, during a period of intense residential construction on college campuses, that collegiate housing as a profession began to emerge (Frederiksen, 1993).

During this time, the primary role of live-in housing staff was to manage the housing facilities and student discipline (Palmer et al., 2008). Williamson (1961) described the responsibilities of student housing personnel as “securing housing: maintaining standards of hygiene, safety, and behavior in dormitories, fraternities, sororities, and private room houses; residential counseling; and stimulating students to participate in government” (p. 31). However, as housing programs evolved, so too did staff responsibilities. Residential personnel began to focus on developing staff and programming, two tasks that are associated with today’s housing and residence life programs. Staff responsibilities continued to evolve and soon became an important aspect of students’ holistic learning and development (Palmer et al., 2008; Riker, 1965; Riker & DeCoster, 2008).

In the late 20th century, housing and residence life departments began to play a larger role in the holistic education of students. Riker and DeCoster (2008) offered five general objectives for modern college student housing programs: (a) providing adequate physical space and proper care of facilities; (b) establishing guidelines to enable a cooperative community; (c) facilitating an environment that promotes responsible citizenship; (d) encouraging students to care for others’ learning; and (e) encouraging individual personal growth and development. Life in residence halls is now seen as part of the experiential learning that complements classroom learning, and professional staff members who have personal connections with students can impact their overall experience on campus (Riker & DeCoster, 2008).

The Role of Resident Directors

Today’s RDs serve as much more than just disciplinarians. While specific roles and responsibilities may vary from institution to institution, there are some common job

characteristics, including the live-in nature of the RD role. Additionally, common job responsibilities include supervising student staff (e.g., RAs), advising student groups, coordinating student programming activities, counseling individual students, and working with operational staff, as well as enforcing policies and addressing student behavior (Cendana, 2012; Dunkel & McCuskey, 2006; Jennings, 2005, Kearney, 1993).

One primary aspect of the RD role involves being designated as the “on-call” resource for emergent incidents on campus for a set period of time. This responsibility may be for the residential community only, or in the case of some schools, may include, as mentioned by one of my interview participants at Western Catholic University, the entire campus. During the duty rotation, which can last as short as a single day or as long as seven days, RDs are available by phone 24 hours a day to offer consultation to student staff and campus partners about campus incidents, and in the most serious cases, RDs will respond in person and write reports to document an incident for follow up (Cendana, 2012; Belch & Mueller, 2003).

Another aspect of the RD role involves adjudicating cases of student misconduct. Again, this responsibility may be limited only to matters involving housing policy violations, or may include other campus misconduct. The adjudication process commonly includes meeting with students one-on-one to discuss the incident and alleged violation. When appropriate, RDs will impose sanctions that can range from educational or reflective activities, such as online workshops and reflection papers, to more serious status sanctions that may restrict a student’s ability to live in the residential community.

Most RDs have earned a bachelor’s degree prior to starting their position, and many have earned a master’s degree. According to a study conducted by St. Onge, Ellett, and Nestor

(2008), chief housing officers surveyed at ACUHO-I member institutions reported that 31% of entry-level professional positions required a master's degree, while 58% required only a bachelor's degree. Since the RD position is also one of the most common entry-level professional positions in student affairs (Burkard et al., 2005; Magolda & Carnaghi, 2004), it may be a staff member's first full-time professional job, even if they have completed a graduate school program (Jennings, 2005).

Graduate Program Preparation

For those interested in pursuing a career in student affairs, and residence life in particular, obtaining a master's degree in higher education administration or student personnel is encouraged (Schoper, 2011). Indeed, it can be favorable when entering the job market (Komives & Woodard, 2003). In a study by Renn and Hodges (2007), 80% of graduates from higher education master's programs between 2005 and 2006 took positions in residence life.

Master's level programs in college student personnel were first developed in the 20th century; as mentioned above, a search of the NASPA (2018) directory of graduate programs yielded 30 programs at universities in New England alone. Because there are so many programs educating individuals interested in working with students in higher education—each with its own curriculum and characteristics—scholars have been concerned that the industry lacks consistent goals and expectations for graduate preparation programs that specifically speak to preparing new professionals for their work (Kuk & Hughes, 2003; Magolda & Carnaghi, 2004).

In response, areas of professional competency have emerged as guiding principles for master's level education through the industry's professional organizations, such as CAS (Schoper, 2011). The most recent version of the CAS Standards includes the following areas of

focus for master's level programs in higher education: (a) history of higher education and history of higher education philosophy; (b) student development theory; (c) student characteristics and developmental needs; (d) helping skills; (e) organizational management; (f) evaluation and assessment; and (g) law, policy, governance, and ethics (Dean, 2009).

Despite efforts to establish common areas of competency for student affairs graduate programs, concern about new professionals' level of preparation persist. Fried (2011) pointed out that the transition from graduate school to full-time professional is a popular topic at industry conferences and throughout industry publications. For example, researchers have noted that it is often assumed that a student who is taught certain competencies in a graduate program is then competent in those areas (Burkard et al., 2005; Carpenter, 2003; Herdlein, 2004; Kretovics, 2002; Lovell & Kosten, 2000; Rogers & Love, 2004; Schoper, 2011). Indeed, because of variation in graduate preparation programs, newly hired graduate students in their first professional role may have varying levels of experience and competency (Dinise-Halter, 2017). As such, the range of experience among newly minted master's degree holders entering their first full-time professional positions in student affairs translates to uneven readiness.

Position-Specific Training

In order to ensure the success of new professionals working in higher education, proper training from employers is necessary (Turrentine & Conley, 2001; Upcraft & Barr, 1988). Unfortunately, according to Winston and Creamer (1997), the training staff receive in new professional positions is often informal, thereby diminishing the likelihood of success. In a more recent study by Renn and Hodges (2007), participants identified a lack of adequate training at the

start of their new positions as a factor that contributed to them feeling lost and confused as they tried to navigate their new role.

Literature on the specific orientation and training of those new to the RD role is scant (Cole, 2016); however, the CAS Standards specifically address competency areas for residence life professionals. These areas include programming, leadership, human resources, ethics, equity and diversity, organizational management, facilities knowledge, and assessment and evaluation (Dean, 2009). Additionally, in 2012, Cawthon and Schreiber, along with ACUHO-I, published the “ACUHO-I Core Curriculum” which offers additional areas of competency for housing and residence life professionals. However, as described above, training for RDs continues to vary from institution to institution.

With regard to training assisting RDs in responding to student alcohol use, again research is limited. However, Cole, in her 2016 study of those working as RDs and analogous roles in the California University system, found that participants received little formal training about addressing alcohol use, beyond the logistics of a conduct meeting or counseling referral, and instead were often left to rely on past training.

The adjustment process that occurs for professionals as they enter a new organization is often referred to as *organizational socialization* or *onboarding* (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007). The onboarding process for RDs in particular varies from campus to campus. Some onboarding programs include a review of a printed manual that includes campus policies and protocols, as well as discussions of policies and process in a group setting, led by senior level department staff. In addition, with regard to on-call/duty response responsibilities and student conduct, new staff are often required to job shadow more seasoned staff to become

familiar with campus-specific practices. Aside from the CAS Standards mentioned above, there is no nationwide standard of training for RDs or those in analogous positions.

Professional development is also a part of the overall training process for student affairs professionals. It is important for new professionals to understand that career development is ongoing (Herdlein, 2004). Moreover, many student affairs professionals think of professional development as attending a national conference, but it should take place within a department or home institution (Canon, 1980). It is important that student affairs professionals are aware of their home institutions' most pressing issues so they can provide the best possible education (Moore, 2000; Taylor & Destinon, 2000). Unfortunately, according to the Practices for Advancement Success Project (PASS; Training, Inc, 2003), it is rare for employers to have well-developed professional development plans for entry-level employees.

Considering the importance of position-specific training and development in ensuring a staff member's success in their position, the lack of consistency among institutions is worth noting. Since alcohol consumption on college campuses is a widely known problem, ensuring that RDs receiving appropriate training is vital (Fuertes & Hoffman, 2016; Bell, 2018).

Alcohol Consumption on College Campuses

Those in the RD role deal with a variety of on-campus student issues, ranging from concerns related to mental health to those pertaining to general student-behavioral concerns. One of the most significant and widely publicized issues on American college campuses is student alcohol use. Research on college student alcohol consumption started in the late 1940s with Straus and Bacon's study *Drinking in College*, conducted by the Yale Center for Alcohol Studies and published in 1953. This study provided an early foundation for understanding

college drinking by attempting to understand all aspects of college alcohol culture. According to Straus and Bacon (1953), 17% of men and 6% of women reported drinking once per week. Research over the next few decades lacked consistent operational definitions to assess alcohol use and often gathered information about other drug use (Berkowitz & Perkins, 1986). Despite inconsistencies, this research confirmed that college alcohol consumption was both common and problematic (Wechsler et al., 1994).

In 1994, college alcohol consumption research was bolstered by a national survey of 17,592 randomly sampled college undergraduates at 140 four-year U.S. campuses, known today as the College Alcohol Study (Wechsler et al., 1994). Respondents were asked to reflect on the frequency of their alcohol consumption. The survey defined a single drink as 12 ounces of beer, 4 ounces of wine, or one 1.25-ounce shot of hard alcohol. The College Alcohol Study helped to define the concept of *binge drinking* for men and women, providing a common measurement for future research (Meilman, Cashin, McKillip, & Presley, 1998).

For women, binge drinking was defined as consuming four or more drinks in a row at least once in the prior two-week period. For men, binge drinking was defined as consuming five or more drinks in a row at least once in the prior two-week period (Wechsler et al., 1994). These definitions were one of the study's most important contributions to the field of college student alcohol research because they provided a common language for researchers (Wechsler & Nelson, 2001). In the 1994 College Alcohol Study, 44% of college students were classified as binge drinkers (Wechsler et al., 1994).

Alcohol use among college students continues to be a major public health concern (Amaro et al., 2010; Dodd et al., 2010). It can lead to death from car accidents, alcohol

poisoning, and other injuries. College students spend billions of dollars on alcohol annually (Wechsler & Wuethrich, 2002). Additional studies have continued to document the concerning ways in which college students consume alcohol. In their 2004 study, Dawson, Grant, Stinson, and Chou used data from the National Epidemiologic Survey on Alcohol and Related Conditions (NESARC). They found that 42.6% of college students reported engaging in heavy episodic drinking over the last year, compared to 38.1% of non-college-going persons of the same age. And a recent MTF study found that 32% of college students exhibited “occasions of heavy drinking,” defined as five or more drinks in a row at least once in the prior 2-week period (Johnston, O’Malley, Bachman, Schulenberg, & Miech, 2016, p. 46).

A number of factors contribute to the college drinking environment. Many campuses are in close proximity to a number of bars or other establishments that provide low-cost access to college students (Dowdall & Wechsler, 2002). Additionally, school rituals like the University of Michigan’s “Naked Mile” and Dartmouth’s “Green Key” represent campus life events where alcohol is the main attraction (Wechsler & Wuethrich, 2002). Drinking games, such as “beer pong,” are prevalent, and participation outlines when and how much to drink. Students playing these types of games often ignore their own personal drinking limits (Wechsler & Wuethrich, 2002). Frequently, these types of games take place where students live, in on-campus residence halls, and lead to housing and university policy infractions. Such infractions often require intervention and review by housing or residence life professionals as well as student conduct administrators.

Campus Policies Related to Alcohol Use

In 1984, the legal drinking age was increased from 18 to 21. Prior to this change, alcohol was often involved in sanctioned residence hall activities; residence hall floors might have taken a trip to a bar together or participated in an outdoor outing that included a keg of beer (Stone-Sewalish & McKee, 2016). Once the minimum drinking age increased, however, American colleges and universities had to limit alcohol consumption for about half of the student body (Stone-Sewalish & McKee, 2016).

There is much variation across alcohol policies throughout the United States, especially within residence halls (Dowdall, 2008). The University of Kansas, for example, does not allow any residential students to possess or consume alcohol, regardless of age (Stone-Sewalish & McKee, 2016). At Cornerstone University, a small, faith-based institution in Grand Rapids, Michigan, students are not permitted to consume alcohol *on* or *off* campus (Stone-Sewalish & McKee, 2016). By contrast, some schools—for example, the University of California, Los Angeles—allow students who are of legal drinking age to consume alcohol on campus and in residence halls.

Summary and Conclusion

With their myriad responsibilities, including personal counseling and policy enforcement, those in the RD role are on the front lines of addressing students' problems and needs, including those related to alcohol use. Alcohol consumption has long been a part of collegiate student life. Tolerance for the presence of alcohol on campuses has varied throughout time and across institutions, and today, high-risk alcohol consumption continues to require attention from campus personnel and administrators. The aim of this project is to expand upon current literature

by exploring how RDs characterize the nature and adequacy of the pre-service and in-service training required for their positions and the extent to which they have found such professional development useful in tackling their most time-consuming and pressing job responsibilities—including student alcohol use.

CHAPTER 3:

METHODS

As discussed in previous chapters, proper training is an essential part of ensuring the job readiness of professionals entering the field of student affairs as full-time RDs. Given the variation in education and preparation, as well as in individual campus practices, understanding how RDs characterize the training they receive, especially regarding its adequacy vis-à-vis the actual demands of their jobs, represents an important area of inquiry. In addition, understanding what other experiences or factors RDs use to inform their responses to student alcohol use can lead to best practices for the profession.

To explore these issues, I employed a convergent mixed-methods research design, which included independent collection and analysis of data from surveys and individual interviews as well as document analysis (Creswell & Creswell, 2018). The findings of each component were compared to identify areas of convergence and divergence regarding how participants characterized the extent and nature of their professional training and its adequacy for successfully navigating their RD positions (Creswell & Creswell, 2018). This approach provided breadth, given the ability to survey the national ACUHO-I membership, as well as depth, given the use of follow-up interviews and document analysis.

Study Population and Data Collection

This study included three types of data collection: a survey, follow-up interviews, and document analysis. Because the study was endorsed by ACUHO-I, the study participants were all members of this organization, other than those who I recruited from social media, as I describe below. ACUHO-I is the international professional organization specifically for college

and university housing and residence life professionals. Within this membership, all those whose job title was listed as resident director, residence hall director, hall director, or an analogous title were invited to participate. These job titles were selected because they typically cover staff who live on campus whose job responsibilities correspond to the traditional RD role. In order to be as inclusive as possible for student affairs professionals working in live-on positions in college and university residence halls, no additional criteria were required for participation.

In order to gain access to individuals who matched my criteria, I submitted an application to ACUHO-I's Research Committee to study the association's membership. The application outlined my study's goals and how the research would support ACUHO-I's mission and contribute to the professions of housing and residence life. I reached out to ACUHO-I's director of research initiatives and the chair of the research committee to share the goals of my study, and they agreed that I could apply to the association's Endorsed Research Program.

Survey

Once the study was approved by the Research Committee, ACUHO-I contacted association members whose job titles corresponded to those listed earlier to invite them to participate in the survey. The email invitation included a Study Information Sheet (see Appendix A) that described the broader study, identified possible implications for practice, and described my past experience as a housing and residence life professional (including my experience as an RD). The invitation also provided my contact information and included a generic link to my online survey, generated through Qualtrics.

The survey was launched on May 24, 2019. Initially, 2,340 ACUHO-I members were invited to participate. After the initial launch, ACUHO sent three follow-up reminders—on May 30, June 4, and June 19, 2019. To increase survey participation, on May 28, 2019, I also posted a link to the survey in a Facebook group of regional housing and residence life professionals; this group included 830 members. On May 30, 2019, I posted in a second Facebook group for all types of student affairs professionals; this group had 33,093 members. It is possible that members of these groups were already included in the ACUHO-I membership list and therefore may have received the invitation multiple times. Because these additional outreach efforts included individuals who may not have met the initial criteria of the study, the first question of the survey screened respondents to ensure that their job duties corresponded to an RD or analogous role. To encourage participation, I offered four \$100 gift cards that were awarded by random draw at the conclusion of the survey administration period. The incentive was delivered electronically via email after the survey closed. Overall, these efforts yielded 166 survey responses, and 141 complete responses. Respondents completed the survey in an average of 15 minutes.

As part of the survey, participants confirmed whether they had received employer-provided training in the last 12 months for their current job, and, if so, what types of training they received. Those who indicated they received pre-service or in-service training in the last 12 months were asked to identify the topics covered during these trainings and to estimate the amount of time devoted to each topic. The survey also asked participants to indicate their three most time-consuming job-related issues from a list of 10 topics (including on-call/duty, student conduct, student mental health, etc.).

At the end of the survey, participants provided demographic information and had the opportunity to indicate if they would like to participate further by (a) completing a follow-up interview, (b) providing professional staff training materials, such as calendars, schedules, manuals, agendas, flyers, websites, assessments, or presentations, and/or (c) providing copies of housing regulations or campus conduct codes.

Interviews

The second stage of data collection included semi-structured interviews with professional staff members in RD positions in order to better understand the kinds of training they received and the experiences or factors that informed how they handled challenges related to student alcohol use. To encourage participation, each interviewee received a \$15 gift card, delivered electronically following the interview.

Interviewees were selected from the pool of survey respondents who expressed interest in being interviewed and who indicated that on-call/duty, student conduct, or student mental health was one of their top three most time-consuming job responsibilities. (See Appendix B for a copy of the survey instrument.) I selected these criteria because they are the functional areas where student alcohol use may occur. In the 141 complete survey responses, 32 participants indicated they would be willing to participate in a follow-up interview; 19 indicated that they might be interested in participating in a follow-up interview, but would like more information. I sent a follow-up email to all respondents who indicated they would be interested in participating in an interview, and I included a link to a scheduling survey. I sent a separate follow-up email (with the same link to the scheduling survey) to respondents who indicated they would like more

information about the interview. (See Appendix C.) In total, I received 27 responses to the scheduling survey.

Before reaching out to confirm an interview time for a potential respondent, I applied three criteria. First, I made sure that they indicated receiving some type of employer-provided training in the last 12 months. Second, I verified that they indicated addressing student alcohol use, whether while on duty, as part of the judicial process, or in general as a mental health concern. Once those two criteria were met, I looked for individuals employed by a range of institutional types across diverse regions in the United States. I followed up with the identified sample to confirm interview times.

I conducted follow-up interviews with 12 individuals in RD and analogous positions. Each interview was scheduled for one hour, and they ranged in length from 45 minutes to 65 minutes. Given the geographic diversity of participants, all interviews took place via phone. Interviews were recorded using a handheld digital recorder, with an iPhone used as a secondary recording device. Open-ended interview questions focused on where participants encountered student alcohol use most in their jobs, how they responded to student alcohol use, what employer-provided training informed this response, and how, if at all, other personal experiences impacted their response. (See Appendix D for the interview protocol.)

Document Analysis

The last step of data collection sought training-related documents from survey participants, including calendars, schedules, manuals, agendas, flyers, websites, assessments, and presentations. Initially, 14 survey respondents indicated a desire to contribute training materials, and 31 indicated they would like more information about this phase of the research. In addition,

28 survey respondents indicated a desire to share university conduct codes or housing policies, and 26 indicated they would like more information. I sent an additional email to each group. In the end, however, only two participants provided materials, neither of which met the criteria. So, after the interviews had concluded, I emailed all 12 interview participants to request their pre-service training schedules directly. Ultimately, I was able to acquire seven training schedules from seven of the interview participants.

Survey Participants

Of the 141 individuals who completed the survey, all were full-time, live-on campus housing or residence life professionals who directly supervised RAs or similar student staff. Overall, 90 participants provided information about their highest degree completed; of those participants, 83.3% had earned a master's degree and 3.3% had earned a doctoral degree. (The low response rate for this question may have been because it was at the end of the survey and respondents were not required to answer it). As mentioned in Chapter 2, entry into the student affairs profession commonly includes earning a master's degree, so the survey results align with the literature. With regard to time spent working in the field, 73% had been working in housing and residential life for five years or less. The characteristics of the survey participants are displayed in Table 3.1 below.

Table 3.1

Survey Participant Characteristics

Characteristic	#	%
Highest Level of Education Completed (N=90)		
4-year college graduate (Bachelor's Degree)	12	13.33%
Master's degree completed	75	83.33%
Ph.D. completed	1	1.11%
Ed.D. completed	2	2.22%
Total Years Working in Housing and/or Res Life (N=138)		
Less than 1 year	6	4.35%
1–2 years	21	15.22%
3–5 years	74	53.62%
6–10 years	27	19.57%
11–15 years	8	5.80%
More than 15 years	2	1.45%
Years in Current Position (N=138)		
Less than 1 year	37	26.81%
1–2 years	54	39.13%
3–5 years	41	29.71%
6–10 years	3	2.17%
11–15 years	2	1.42%
More than 15 years	1	0.71%
Race and Ethnicity (N=89)		
American Indian or Alaska Native	1	00.01%
East Asian	0	0%
South Asian	0	0 %
Southeast Asian	0	0%
Black or African American	8	00.09%
Hispanic or Latino/a	7	00.08%
Pacific Islander	0	0%
White	67	75.28%
Prefer Not to Indicate	2	02.24%
Self-Describe	0	0 4.49%

Overall, the information provided by survey respondents indicated that the majority met the definition commonly used in the literature for “entry-level professional” (Renn & Hodges, 2007) Specifically, 21 (15.22%) had been working in housing or residence life for one to two

years, while 74 (53.62%) had been working in housing or residence life for three to five years. Survey participants were also asked to indicate how long they had been in their current positions. Here again, they showed that they were not only new to the field, but also fairly new to their current positions. Of the 138 respondents who answered this question, 54 (39.13%) had been working in their current positions for 1–2 years, while 41 (29.71%) had been in their positions for 3–5 years. Only six respondents (4.35%) had been at their jobs longer than 5 years.

Interview Participants

The 12 interview participants all came from four-year colleges and universities in the United States. As shown in Table 3.2 below, seven were working at public institutions, while five were working at private institutions, including two that were faith-based. Of the 12 represented institutions, two were from the Midwest, three were from the Southeast, three were from the Northeast, only one was from the Southwest. Ten of the 12 schools were doctoral granting universities, while two were master's level colleges. All of the interview participants were working at large or medium-sized institutions, with student populations ranging from 4,401 to 67,929. All but one campus was highly or primarily residential. See Appendix E for a detailed profile of each interviewee.

Table 3.2

Interview Participant Characteristics

Participant	Institution	Students (#)	U.S. Region	Public or Private	Residential?	Basic Carnegie Classification
Mauricio	Big Southwestern University	67,929	Southwest	Public	Primarily residential	R1
Craig	Southeastern Flagship University	38,563	Southeast	Public	Primarily residential	R1
Shep	Northeast College	10,200	Northeast	Private	Highly residential	D/PU
Lisa	Western Catholic College	8,905	West	Private (faith-based)	Primarily residential	R2
Carl	Midwestern College	13,933	Midwest	Public	Primarily residential	M1
Adrianna	Southern University	29,131	Southeast	Public	Primarily residential	R2
Kyle	Small Specialized Private College	6,916	Northeast	Private	Highly residential	R2
Erika	Western Catholic University	9,618	West	Private (faith-based)	Highly residential	R2
Gregg	Southeastern University	27,459	Southeast	Public	Primarily residential	R2
Jessie	Central Atlantic Private University	25,151	Northeast	Private	Primarily residential	R1
Lee	Mountain State University	4,401	West	Public	Primarily non-residential	M2
Kelly	Midwestern Flagship University	32,166	Midwest	Public	Primarily residential	R1

Note. All participant and institution names are pseudonyms. Basic Carnegie Classifications are as follows: R1=Doctoral Universities—Very high research activity; R2=Doctoral Universities—High research activity; D/PU=Doctoral/Professional Universities; M1=Master’s Colleges and Universities—Larger programs; M2=Master’s Colleges and Universities—Medium programs.

Data Analysis

Survey Data

Once the survey closed at the end of June 2019, I analyzed the data using SPSS software during July and August. First, I recoded data to generate descriptive statistics, including the types of training received (pre-service versus in-service), the topics covered, and the amount of time spent on each topic. I then used cross-tabs to illustrate which of the most time-consuming topics were included in both pre-service and in-service training. I had intended to perform a cross-tab analysis to compare campus type with the type of training that respondents reported receiving. Because not all participants indicated their campus type, however, there were insufficient data to complete the analysis.

Interview Data

Interviews were audio recorded and transcribed by the transcription service Rev.com. I reviewed and coded the transcripts for themes relating to the functional areas where RDs most commonly address student alcohol use. I allowed for additional themes to emerge organically from the collected data and used Quirkos software to collect interview quotes related to these themes. Additional coding categories included “conduct challenges,” “conduct conversation,” “policies and procedures,” “campus and student culture,” “on-call/duty response,” and “duty training.” Following line-by-line coding using the constant comparative method of data analysis (Glaser and Strauss, 1967), I generated findings based on common responses and patterns among the interview participants. Representative quotes were selected to provide evidence of each finding.

Documents

To add to interview and survey data, I reviewed pre-service training schedules supplied by interview participants after my interviews had concluded. In my review I looked for themes derived from the interview and survey data. I describe the characteristics of these schedules in Chapter 4.

Ethical Issues

I presented myself to interviewees as a professional with a history of experience within housing and residence life—someone with a strong desire to understand the role more fully. I also emphasized that the motivation to conduct this study emerged from my experience as an RD and my desire to improve the experience of other professionals. This is relevant because I wanted to gain the trust and confidence of my participants so that they would provide the most honest information about their experiences.

In order to preserve confidentiality, all participants and their respective institutions were assigned pseudonyms. I included a statement at the start of the survey and before each interview about anonymity. A Study Information Sheet (see Appendix A) was attached to the initial invitation email distributed by ACUHO-I. The information included the goals of the study, the benefits of participating, a note about my personal background in the profession, and details about how to contact me with questions. Additionally, each participant was provided with detailed information about the voluntary nature of the study and the fact that they could choose not to answer particular questions or could elect to withdraw from the study at any time.

Only survey participants who wanted to participate further in the study, either through a follow-up interview or by providing documents, were asked to provide personal identifying

information, such as their name, current employer, phone number, and email address. This information was used for follow-up and scheduling purposes only. Any reference to the participant or their home institution in the findings was concealed through the use of a pseudonym.

Survey participants were asked to provide demographic information, including the number of years they had worked in housing and/or residence life, the number of years they had worked in their current position, their age, and the level of education they had completed. These data are reported as aggregated statistics to preserve confidentiality. Collected survey data were stored in a password-protected Qualtrics account; only I had access to the account password. Audio files and transcriptions were stored on a password-protected computer that only I was able to access.

Another ethical issue that could have affected the study's credibility is researcher bias. As a former RD myself, I have had personal experiences with student alcohol use. While on duty, especially on weekends, it was common for me to receive several calls a night for intoxicated students. Students were often at different stages of intoxication—some were able to return home, while others in more serious states of intoxication required transport to the hospital; some students were belligerent, argumentative, and rude to staff, while others were cooperative. I found the students who were belligerent and argumentative to be the most challenging. I never received any specific training—whether while on staff or in graduate school—regarding how to approach intoxicated students, and I had to rely on limited campus protocol or personal experience to do so.

In my role as a conduct officer, a common responsibility for many RDs, when I have met with students documented for violating on-campus alcohol policies, I have often found myself searching for the perfect words to prevent them from future alcohol policy violations and to put them on a path to success. While I did receive training on some of the essential aspects of a conduct meeting, such as allowing the student to review the incident report and providing the student with the opportunity to respond to it, I was seldom confident about what else to say. While I had a traditional 4-year college experience and lived on campus, I rarely drank alcohol in the residence halls and was never documented for a policy violation. Thus, as an RD tasked with talking to students about alcohol use policy violations, it was hard for me to relate or feel confident in conduct meetings.

At beginning of this study, I suspected that RDs more broadly may have had a similar lack of formal training—and therefore a similar lack of confidence responding to student alcohol use and policy violations. I attempted to mitigate this bias by asking value-neutral questions and allowing interview respondents to share their experiences and opinions without projecting my own opinions during the interview. Additionally, I supposed that RDs may improvise when speaking with students in conduct or follow-up meetings, or when other co-occurring issues arise, such as roommate conflicts. In some cases, those with past personal experience with alcohol may try to avoid these types of interactions, while others with past personal experience may spend more time with these students given their understanding of the complexity of the problem and their personal familiarity.

Given my past experiences and potential biases, I did not discuss my own personal experiences when interacting with study participants and focused instead on their experiences as they related to the interview questions.

Reliability and Trustworthiness

Because this study was focused on an area of professional practice that could elicit emotional responses from participants, it was subject to participant reactivity. Since alcohol use can have many serious consequences for both students and institutions, study participants may have wanted to share with me what they thought I wanted to hear, painting themselves and their institutions in a favorable light. Thus, to ensure the trustworthiness of my data, I was systematic in data collection methods by using the same interview protocol for each participant. However, the semi-structured nature of the interview did allow for flexibility when follow-up questions were necessary to gather critical information.

Additionally, because I conducted interviews in addition to the survey and document analysis, I was able to triangulate data across sources to support the credibility of the information I had gathered. According to Merriam and Tisdell (2016), triangulation involves comparing collected data at different times and at different points in the data collection process to determine what, if any, common conclusions emerge. I noticed the most consistency between survey data and training schedule content.

Summary and Conclusion

By combining a survey of a national organization with in-depth follow-up interviews and document analysis, this mixed-methods study contributes to an improved understanding of how professional residence life staff members perceive their job-related training. Additionally, the

study provides an improved understanding of how RDs learn to deal with challenges related to student alcohol use. The results contribute to best practices in training housing and residence life professionals to improve their responses to common and challenging issues they face in their work. Results can inform the training practices of housing and residence life programs both large and small.

Because the research was endorsed by ACUHO-I, I plan to share the findings through outlets connected to the association. Specifically, I will submit presentation proposals for the ACUHO-I annual conference and prepare an article for submission to the *Journal of College and University Student Housing*. This will allow me to broadly share this study's results with the professional housing and residence life community.

CHAPTER 4:

FINDINGS

This study was designed to explore how resident directors characterize the training they have received for their jobs, what employer-provided training is available to help them address student alcohol use, and what other past experiences they may have used in those situations. In this chapter, to add context to my survey and interview data, I first present my document analysis. Then I discuss quantitative and qualitative study findings from the surveys and interviews.

Document Analysis

In order to better understand how employer provided pre-service training might vary between institutions, I received and analyzed pre-service training schedules from seven of the 12 interview participants. I elected to focus on pre-service training because it is the most common form of training RDs reported receiving in their role. In this section I discuss how these schedules varied in terms of length and content. Copies of the training schedules reviewed in this phase of the analysis are included in Appendix F.

Training Schedule Length

Table 4.1 below lists the schools whose pre-service schedules I reviewed, as well as the total number of training days included in each schedule. As shown, the number of days varied from a low of four to as many as 34.

Table 4.1

Pre-Service Training Days by Institution

Institution	Pre-Service Training Days (#)
Southeastern Flagship University	7
Northeast College	4
Western Catholic College	34*
Midwestern College	11
Southern University	12
Southeastern University	19
Midwestern Flagship University	23**

*Includes 3 weeks of new-staff onboarding and 3 weeks of all-staff training.

**Includes 11 days of new staff training and 12 days of all-staff training.

Pre-Service Training Schedule Content

In addition to reviewing the length of overall training schedules, I also reviewed schedule content. In this section I summarize the content of each schedule I received.

Southeastern Flagship University. Craig from Southeastern Flagship University shared that new area coordinators, who oversee several buildings and their respective community directors, receive training from their supervisor, fellow area coordinators, and functional coordinators; a formalized schedule does not exist. For both new and returning community directors, the training schedule is the same, and it lasts for 7 days. During this time, community directors receive training on student conduct, on-call and incident report writing, community development, and campus-specific software and processes. A diversity and inclusion workshop and team building time are also included.

Northeast College. Of all of the training schedules collected for this analysis, Northeast College's schedule was the shortest, lasting only 4 days. Shep noted that new RDs receive a separate, more extensive onboarding training in addition to the topics covered in the 4-day pre-

service training. Topics included in the pre-service sessions at Northeast include student conduct and student health and wellness.

Western Catholic College. At Western Catholic College, new community directors participate in three weeks of dedicated new-staff pre-service training in addition to a one-and-a-half-day departmental retreat and a two-day faith-based, higher education association retreat with all other RDs. After new staff training and the retreat week, Western Catholic RDs have an additional three weeks of scheduled training that includes team building, RA supervision, and specific training on restorative justice practices and Clery [campus crime statistics reporting] training for community directors.

Midwestern College. Midwestern's 11-day schedule includes sessions specifically designated for new RDs and for returning RDs. Many topics in the schedule match those included in the training schedules of other schools, including an orientation to departmental and campus culture and goals, time to build team relationships, the use of school specific software, and community development. Notably, Midwestern's schedule includes assigned reading for staff from various departmental resources, such as the staff training manual and hall-opening manual. Midwestern's schedule also includes on-call/crisis response scenario training for sexual assault, suicidal ideation, and bias incidents.

Southern University. The pre-service training schedule for Southern University is 12 days long. The first four days of the schedule are dedicated to training new RDs and include one full day of training from campus human resources as well 3 days of topics that provide an overview of the position. The remaining 8 days of training include all residential directors and, like other schools, incorporate topics such as team building, community development, and

student conduct. Southern University also includes hall move-in logistics in their pre-service training program.

Southeastern University. The pre-service training schedule for Southeastern University is 19 days long and includes 17 days of scheduled training sessions; there is one holiday and another day where no formal training is scheduled. Sessions are divided between new RD staff, returning RD staff, and graduate student RDs. New staff onboarding is incorporated into this training schedule and accounts for about 8 hours of the total schedule. For new staff, topics include transition strategies, building tours, and an orientation to department-specific administrative resources.

Midwestern Flagship University. The pre-service training schedule for Midwestern Flagship University is 23 days long, and includes an 11-day schedule focused specifically on training and onboarding new residential directors. An additional 12 days focus specifically on training all residential directors. New staff training includes entire days dedicated to community development, student conduct, and student mental health, as well as duty-crisis response and supervision. New RDs also receive 2 days of suicide intervention training. All staff training includes similar topics, such as community development and duty-crisis response, as well as visits from campus partners and time focused on equity, diversity and inclusion.

Summary. While the majority of the seven pre-service training schedules reviewed included training on common job functions, such as on-call/duty-crisis response, community development, and student conduct, it was surprising that five included specific team development time, and three included time for staff to take marketing photos. Department-specific administrative training was also covered by five of the seven institutions.

As mentioned earlier, pre-service training time is one of the only opportunities during the year for uninterrupted time with professional staff. Once students move in and the academic year starts, it is often difficult to find large blocks of time when all professional staff are available. This could be why marketing-type tasks and team-building time are included in pre-service training.

Survey Findings

The survey gathered quantitative data from RDs about the types of employer-provided training they have received, the topics covered in both pre-service and in-service employer-provided training, how those topics map onto the most time-consuming issues that RDs face, and how they have drawn from other experiences to carry out their work. The survey also gave respondents an opportunity to share additional thoughts about training-related issues. In this section, I describe each of these topics in turn.

Variations in Resident Director Training

Survey responses provide an overview of the types and content of employer-provided training that RDs reported receiving in their current roles. All respondent who progressed beyond the first survey question reported having received some type of employer-provided training (Appendix B) in the prior 12 months. As shown in Table 4.2, more than three-quarters (77.5%) received formal training prior to starting their work as RDs, and just over two-thirds (67.5%) had participated in in-service training throughout the academic year. Fewer than half (47.5%) identified mentorship by another staff member as a type of formal training they had received. Given the importance of training in the socialization process for student affairs

professionals (Winston & Creamer, 1997), it is encouraging to see that so many survey respondents reported receiving some type of training during the last year.

Table 4.2

Participation in Particular Training Formats in Prior 12 Months (N=141)

Training Format	#	%
Professional staff pre-service training	93	65.96%
Policy/procedure manual	81	57.45%
Professional staff in-service training	81	57.45%
Mentorship by another staff member	49	34.75%
Job shadowing while on the job	25	17.73%
Other	9	6.38%

Note. Survey respondents could select multiple options. Responding to this question was not required.

Almost all participants who responded to this question indicated they were receiving multiple forms of training; only 13 had received just one form. Among these 13, five had received only pre-service training, four said they only had received in-service training, one selected mentorship, one selected policy and procedure, and two selected “other.” One of these two mentioned “Banner 9,” an administrative software platform for higher education; the other described SBIRT (Screening, Brief Intervention, and Referral to Treatment), which it is designed to help those who have or are at risk of developing substance abuse disorders (U.S. Department of Health and Human Services, 2017). Twenty-four participants did not provide an answer to this question. It is impossible to know if this lack of response is because they did not receive training or they simply did not report the training they received.

For the most part, RDs who reported having received pre-service and/or in-service training indicated that the training included at least some of the 10 topics listed in the survey (see Appendix B). These 10 topics relate to job responsibilities common in the RD role, and

respondents could select multiple topics from the pre-set list. Some topics, like “advising residence hall association,” are less common across different campuses than, for example, processing judicial cases or supervising student staff, because some schools may not have enough students or resources to support a hall government program. Therefore, it makes sense that this topic would be less commonly included in either pre-service or in-service professional staff training. As illustrated in table 4.3 below, only 32 respondents indicated this as a topic included in pre-service training, while zero indicated that it was included as part of in-service training.

Pre-Service Versus In-Service Training Topics

Pre-service training programs provide dedicated time for professional staff to receive information prior to the start of the academic year. Because these training days are dedicated specifically to training, and staff are free from other obligations, more topics can be covered. Per survey data, in-service trainings are generally less common than pre-service training see Table 4.2. Based on my own experience, these trainings may only be scheduled as needed, perhaps in response to a particular incident. They take place during the academic year, when it is more challenging to bring all professional staff together for a specific period of time without distraction.

Interestingly, as shown in Table 4.3, the most common topic covered in pre-service training was on-call/duty response (93.18%). Though 93 respondents indicated they received pre-service training, only 88 of the 93 respondents indicated the topics that were included in pre-service training. This makes sense given the critical nature of this job responsibility and the fact that once student staff and student residents move into the residence halls, professional staff must

be ready to respond. In contrast, one of the most common in-service training topics was community building and programming (37.04%). Again, this pattern makes sense: In-service training typically takes place during the academic year when students are living in their communities and programming is actively taking place; during pre-service training, prior to the arrival of student staff and residents, programming is not actively occurring.

Departmental committees were also covered more commonly during pre-service training than in-service training. Though departmental committees are commonly tasked with projects that occur during the year, such as student staff recruitment and professional staff recruitment, an overview of these committees often occurs prior to the start of the academic year during pre-service, so these results make sense.

Table 4.3

Training Topics Included in Pre-Service and In-Service Training (N=141)

Topic	Pre-Service <i>n=88</i>		In-Service <i>n=81</i>	
	#	% of all responses	#	% of all responses
On-call, duty, or crisis-response procedures	82	93.18%	25	30.86%
Conduct or judicial case processing	78	88.64%	25	30.86%
Community building and programming	70	79.55%	30	37.04%
Supervision of student staff	62	70.45%	28	34.57%
Building maintenance	45	51.14%	0	0.00%
Departmental committees	45	51.14%	30	37.04%
Occupancy management	42	47.73%	16	19.75%
Budgeting	37	42.05%	10	12.35%
Counseling	35	39.77%	9	11.11%
Managing roommate conflicts	34	38.64%	8	9.88%
Advising residence hall association	32	36.36%	0	0.00%
Other	7	7.95%	19	23.46%

Note: Survey respondents could select multiple options. Responding to this question was not required.

In addition to indicating which of the 10 topics were included in pre-service and in-service training programs, survey respondents were asked to indicate what percentage of training time was spent on each. Respondents indicated a wide range of time spent on each topic during both pre-service training (Table 4.4) and in-service training (Table 4.5).

Table 4.4

Percentage of Time Spent on Each Topic in Pre-Service Training (N=88)

Topic	Frequency	Minimum % of Time Spent	Maximum % of Time Spent	Mean (%)	SD
On-call, duty, or crisis response procedures	70	5%	50%	22.6%	12.3
Conduct or judicial case processing	68	5%	100%	18.7%	14.1
Community building and programming	59	5%	60%	19.0%	11.8
Supervision of student staff	54	0%	60%	17.7%	11.8
Departmental committees	41	0%	50%	11.9%	10.5
Building maintenance	40	2%	30%	8.8%	6.5
Occupancy management	37	0%	80%	11.9%	13.2
Budgeting	32	1%	30%	8.2%	6.2
Counseling	31	5%	35%	13.4%	8.3
Advising residence hall association	27	0%	25%	8.3%	5.9
Managing roommate conflicts	26	2%	20%	8.6%	4.8
Other	6	25%	55%	43.0%	11.7

Note. SD=standard deviation. Survey respondents could select multiple options. Responding to this question was not required.

What is notable about the information in Table 4.4 is that some of the 88 respondents who indicated the topics they received during pre-service training reported spending as little as 5% of their training time covering conduct or judicial case processing and others spent as much as 100% on the same topic. Put another way, for some, conduct or judicial case processing was the only topic covered in pre-service training; for others, it accounted for a much smaller amount

of time. Additionally, it is interesting to note that the time spent on occupancy management accounted for 80% of pre-service training time for one respondent. This type of variation highlights the fact that pre-service training programs are unique and tailored to the job responsibilities that an RD might have on a particular campus.

Table 4.5

Percentage of Time Spent on Each Topic in In-Service Training (N = 81)

Topic	#	Minimum % of Time Spent	Maximum % of Time Spent	Mean (%)	SD
Community building and programming	26	10%	100%	36.0%	23.2
Departmental committees	26	5%	50%	18.5%	13.7
Supervision of student staff	24	10%	100%	38.7%	26.1
Conduct or judicial case processing	21	10%	60%	24.7%	13.3
On-call, duty, or crisis response procedures	20	10%	100%	30.5%	21.7
Other	16	20%	100%	65.3%	34.2
Occupancy management	14	5%	60%	26.4%	17.4
Budgeting	9	5%	100%	28.9%	30.2
Counseling	8	10%	35%	22.3%	10.1
Building maintenance	8	5%	70%	21.3%	21.8
Advising residence hall association	8	10%	25%	15.0%	6.0
Managing roommate conflicts	7	10%	20%	12.1%	3.9

Note. SD=standard deviation. Survey respondents could select multiple options. Responding to this question was not required.

Table 4.5 above highlights the variation across in-service training programs. Some respondents indicated, for example, that their in-service training included only topics related to community building and programming, whereas others reported that the topic of budgeting fully consumed all in-service training time. Once again, it is apparent that in-service training programs are tailored to staff job responsibilities and individual campus priorities.

In order to determine whether there is a difference in average amount of time spent on topics between pre and in-service training, for all respondents indicating participation in these

trainings, I conducted t-tests ($\alpha=0.05$). The t-test analysis revealed a few areas with statistically significant differences. Of note is the time spent on supervision of student staff. The average amount of time spent on this during pre-service training was 17.7%, whereas the average amount of time during in-service training was 38.7% ($t=-3.77$, $df=27.24$, $p=0.001$). Given these results, it appears as though a small amount of student staff supervision is included in pre-service training, but is then included in on-going professional development throughout the academic year. The reason for this may be to help RDs address student staff issues as they arise; this could be one reason respondents reported spending less time on this topic during pre-service training than during in-service training.

There was also a statistically significant difference between the average amount of time spent on community building and programming prior to the start of the academic year versus during the academic year ($t=-3.52$, $df=30.82$, $p=0.001$). The average percentage of time spent on this during pre-service training was 19%, while the average percentage during in-service training was 36%. Similar to student staff supervision, it is possible that this topic is covered in greater depth during in-service training so as to provide just-in-time support and professional development while residents are living in their communities and academic-year programming efforts have commenced.

Finally, counseling represented another topic where the proportion of training time differed between pre-service and in-service sessions ($t=-2.31$, $df=9.60$, $p=.0449$). In pre-service training, respondents reported spending an average of 13.4% of their time on this topic, compared to an average of 22.3% of their time during in-service training. As with community building and student staff supervision, it is possible that once residents are present on campus

more situations related to counseling arise, thus prompting the need for including the topic in in-service training.

Training Related to Most Time-Consuming Issues

In order to understand how the training that RDs received compared to their most time-consuming job-related issues, participants were asked to rank order their top three most time-consuming issues in a list of 10 common job responsibilities. I conducted a cross-tab analysis to show this comparison. Table 4.6 below shows the three topics that were the most time-consuming for survey respondents, as well as whether or not they reported that these topics were included in pre-service and in-service training.

Table 4.6

Cross-Tabulation of Most Time-Consuming Issues and Training Type (N=141)

Time-Consuming Issue	Rank	#	Included in Training			Not Included (#)
			Pre-Service Only (#)	In-Service Only (#)	Both (#)	
Supervision of student staff	1	55	13	4	14	24
	2	18	8	0	0	10
	3	13	5	2	2	4
Total		86	26	6	16	38
On-call, duty, or crisis response	1	10	6	0	2	2
	2	11	6	0	2	3
	3	12	8	1	0	3
Total		33	20	1	4	8
Conduct or judicial case processing	1	5	2	0	2	1
	2	15	7	0	3	5
	3	12	3	0	3	6
Total		32	12	0	8	12

Note. Survey respondents could select multiple options.

The vast majority of survey respondents identified supervision of student staff as one of the top three most time-consuming aspects of their positions, followed by on-call, duty, or crisis

response and conduct or judicial case processing. Surprisingly, of the 86 respondents who ranked student staff supervision as one of their three most time-consuming issues, 38 (44%) did not cover this topic in either their pre-service or in-service training. Given that this is reportedly one of the most time-consuming job responsibilities for RDs, one would expect it to be included in one or the other for nearly all survey respondents.

In contrast, of the 33 who indicated that on-call/duty response was the most time-consuming job responsibility, only eight (24%) did not receive training on this topic in either pre-service or in-service training. While it is positive to see that this topic was included in pre-service or in-service training for the majority of these RDs, it is still surprising that some did not receive any training on this topic in either pre-service or in-service training sessions. This did come up in one particular interview, the respondent emphasized how difficult it is to perform his job duties accurately without training.

Reliance on Past Experience

Survey respondents were asked how strongly they agreed that they relied more on their past professional experience than on employer-provided training. Perhaps not surprisingly, given the variation in training content among institutions in my study, 57 of the 90 respondents who completed this question agreed or strongly agreed that, in their current role, they rely more on past professional experience than on employer-provided training (Table 4.7).

Table 4.7

Agreement Among RDs That They Rely on Past Professional Experience (N=90)

Level of Agreement	#	%
Strongly Disagree	2	2.2
Disagree	12	13.3
Neither Agree nor Disagree	19	21.1
Agree	22	24.4
Strongly Agree	35	38.9
Total	90	63.8

Additional Thoughts About Employer Training

At the end of the survey, participants were provided the opportunity to share their single most important thought about employer-provided training. A total of 71 participants elected to answer this question. Their responses shed some light on why they perceived training to be of poor quality. Seventeen conveyed that their employer took a one-size-fits-all approach, and training was geared more toward less experienced staff. This respondent's comment captures this sentiment:

Employer-provided training needs to be tailored for different levels of professional experience. A "one size fits all" approach is demeaning to staff members who have proven track records, as it suggests that they are still brand new and do not know any better. Specialized training for members with experience would be more useful than one overarching session.

Similarly, another respondent described his institution's training as geared more toward those new to the position; as such, this more experienced staff member viewed training time as "wasted."

Another theme that emerged from the open-ended responses was the need to intentionally assess training and to consult current staff about what would be most helpful for their roles. Seven of the 71 respondents made comments related to this theme. One wrote, “Institutions should assess these trainings and ask their employees what they think they need more or less of for each year’s training.” Additionally, several respondents pointed out that the supervisors who often lead training sessions may not be as familiar with the day-to-day job tasks as current staff. Likewise, in some cases they might not be as knowledgeable as those whom they supervise about certain training topics, such as diversity, equity and inclusion, or restorative justice. Thus, perhaps campuses might consider looking at opportunities for peer-to-peer training where RDs with more years of experience in the position and/or at the institution lead training sessions for their less-experienced colleagues.

Summary of Survey Findings

Overall, the survey data revealed that a range of pre-service and in-service training is provided to RDs across colleges and universities. Within that training, a range of topics is covered for various amounts of time. Survey respondents indicated that they relied on their own past professional experiences more often than on employer-provided training. In open-ended comments, they cited the need for training programs to include assessment and feedback from current staff to ensure the content is relevant to all.

Interview Findings

I conducted a dozen 45- to 60-minute semi-structured interviews to find out more about the employer-provided training that RDs received and what other experiences or factors inform how they respond to student alcohol use. In this section I describe the themes that emerged from

these conversations. I first describe their reflections on the training they have received and then turn to their experiences with student alcohol use.

Training Quality

In the same way that survey respondents indicated concerns about the quality of employer-provided training, interview participants had similar feedback about the employer-provided training that they received. Like the survey respondents, both Lisa, a first year RD at a private, faith-based institution on the West Coast, and Erika a 3rd year RD at a different private, faith-based institution also on the West Coast, underscored the need to acknowledge the different levels of experience that RDs possess during pre-service training. Erika, for example, noted:

The people who have been there for many years maybe don't necessarily always need to sit in on all those yearly trainings, or maybe could have a different version of that or have a different role within that. I think that could be beneficial. Because it does get a little bit repetitive for some of us in that role.

Similarly, Lisa highlighted the need to “honor and acknowledge” the various levels of experience that RDs bring to their role. She noted the importance of allowing RDs to “learn from our peers and have conversations” to understand more about how others deal with particular incidents.

Lee, a fourth year RD at Mountain State University, a small public institution in the West, noted concerns with student affairs as a field in general. He talked about the fact that student affairs as a field simply offers the training it has done in the past without looking for approaches that are supported by research and data:

Student affairs is a field where we just pass things off and say, “Here you go.” People do what they’ve seen their supervisors in the past do...Which is awful, because it is not a scientifically validated way of like, [making sure that] this is effective, this is going to be good.

Lee went on to describe his concerns with the fact that student affairs, and specifically residence life, is still a relatively young profession. As such, some outdated concepts might still exist in policies and practices because “it’s just the way things have always been.”

Both Erika and Jessie, an RD finishing his first year at Central Atlantic Private University, illustrated that while an institution might have pre-service training programs, the delivery or content might not ensure success. Erika noted that staff who arrive after annual pre-service training has already occurred “don’t get actual training,” and this can contribute to frustration with the position and an eventual departure from the role. Jessie explained that at her institution, while there was a training program, it consisted mainly of team-building exercises and not what he would consider to be “formalized training” for his role.

Overall, interview results (and, as discussed later in the chapter, document analysis) support the findings from survey data—specifically, that there is a wide range of variation in employer-provided training. In addition to the variation in training programs, interview participants reported that employer-provided training did not consistently fit the needs of all staff, whether because the training program did not address essential job functions or because it did not address the needs of all staff.

Job Responsibilities Related to Student Alcohol Use

As described earlier, the RD position includes a wide range of job responsibilities, and the content and quality of training that RDs receive varies widely. Given the amount of concern generated around student alcohol use over the years, the interviews focused on how those in an RD role learn how to respond to student alcohol use.

First, it is important to identify the functional areas where RDs encounter student alcohol use. Interview participants indicated that they have primarily encountered student alcohol use in two functional areas: on-call/duty response and the student conduct process. Three of the 12 participants reported responding to student alcohol use primarily in their on-call/duty response rotations, while six did so through the student conduct process. Three other respondents indicated that they confronted student alcohol use both as part of their on-call responsibilities and through the student conduct process. In the sections that follow, I discuss what types of training, experiences and other factors inform how RDs respond to student alcohol use.

Variations in Training for On-Call/Duty Response and Student Alcohol Use

Typically, response protocols for addressing crises while on-call vary considerably by institution. With regard to student alcohol use, some schools may require RDs to respond to all situations involving alcohol, whereas others may rely more on student RAs. The three interview participants who described encountering student alcohol use the most while on duty described different training experiences. Lisa, who reported that 85% of incidents she responded to involved students and alcohol, described a robust training experience that included several days dedicated to learning about campus protocol and instruction from conduct staff, who provided a list of questions for RDs to ask when responding to intoxicated students. She explained, “So

they [Office of Ethical Development and Restorative Practices] came in for, I think, a day total. We had a wellness day of just like the follow up conversations. They [Center for Health and Wellness Promotion] went through motivational interviewing with us and how to have those types of conversations with students, and we practiced that. We also got restorative justice training.”

Shep said that, when he started his position at Northeast College, he was first provided with a manual containing campus policies and procedures. He described doing a lot of “self-review” in order to orient himself to these aspects of the job. In addition to reviewing the manual on his own, Shep spent time with staff from the student conduct office to gain a better understanding of campus policies. In addition, Shep reviewed the manual with his supervisor and shadowed other hall directors while they were on duty. He explained, “A lot of the training was very much on the job....To be honest, I found that the training with my Cos [colleagues] and also my talks with the student conduct office were much more beneficial to me.” Aside from the general crisis response training, Shep did not indicate receiving anything more specifically related to student alcohol use. This feedback is not surprising considering that Northeast College has the shortest training schedule lasting only 4 days.

In contrast, Jessie reported more limited training when he started at Central Atlantic Private University. He explained that the only training he received was “a 2-hour meeting where we had discussed a little bit about crisis response....And it was just kind of like, ‘Here’s the manual, here’s kind of the system itself, and here are kind of the changes from last year.’” With regard to student alcohol use specifically, the only discussion that the training included was a new requirement: When a student is transported for alcohol intoxication, the on-duty RD

accompanies them in the ambulance or meets them at the hospital. Given this limited formal training, Jessie described “learning on the job” and learning from “trial and error” when it came to understanding expectations related to on-call and crisis response.

Student Conduct Process and Student Alcohol Use

It is common for those in an RD role to review and adjudicate reported incidents of housing policy and or campus policy violations. Usually, when an RD is reviewing an alleged policy violation, they have a one-on-one meeting with the student who is involved to get a better understanding of the situation. Then, depending on campus policy, the RD may determine whether or not the student is responsible for the violation, if the matter should be forwarded for an additional level of review, or the student might acknowledge violating the policy. In cases where a violation is determined, the RD will often assign educational sanctions to assist the student in understanding policies in the future or reflect on their own behavior.

The area where interview participants reported addressing student alcohol use the most was in the student conduct process. Six respondents indicated that conduct was the area where they dealt with student alcohol use most frequently. One common component of the student conduct process includes the RD meeting one-on-one with a student who has reportedly violated residential or campus policy, especially alcohol policy. Lee, Erika, Mauricio, Craig, and Carl all discussed the importance of making a connection with students during this meeting, before discussing a reported policy violation. Craig explained:

And I believe our coordinator of student conduct would agree with me that rapport is just so important. Because building that rapport before getting into the meat of the incident report allows that student to really open up.

Two participants talked about how they tried to find common interests with the students they met with. Kyle said, “Sometimes, I get students who...like a lot of video games, stuff like that. So, it’s like they’re wearing the t-shirts, that’s always a good one. Like, ‘Oh, you play that game? I’ve played that game in the past.’” Erika talked about how her personal identities, including her religious identity, have allowed her to connect with students:

When I get those cases and I see a student who, maybe we have a similar background—they’re a female of color such as myself, or they’re Catholic like myself—we share at least some common ground....I think sometimes with those students it’s a little bit easier to get real with them, because I’ve already expressed that we share some commonalities.

Given that five participants discussed the importance of connecting with students during conduct meetings, and said that they were trained to establish this type of rapport, participants were challenged when they felt they were not able to connect successfully. Lee noted that at “every institution” he has worked at, it was expected that he shadow other staff members during their conduct meetings, but that those often “fell through,” and that any training he received focused on how to use software. Given this, he felt “thrown into the fire” when it came to the actual meetings. In particular, Lee noted that he would like more training on how to establish a dialogue with residents when the conversation “is like pulling teeth to get them to say more than a one sentence answer.” He said he would welcome more training on the student conduct process in general because it is an area where he can continue to grow as a professional.

Mauricio similarly described the challenge of meeting with students who “don’t care.” “When I get a student who is just, ‘Whatever, I don’t care. I don’t care how this behavior affects people around me. I don’t care how this is impacting myself.’ Those are the ones that I really

tend to struggle with.” Craig similarly said that “the really difficult thing I struggle with personally is those students who are just like, ‘Well, give me the sanctions. I don’t care,’ and then walk out of my office.” This sentiment is a bit surprising given the four hours Southeastern Flagship includes for “Conduct and Maxient” training, as well as the additional one hour session titled “Progressive Discipline.” Considering that interview participants noted the importance of building rapport, and that they identified it as an area of challenge when they were not able to establish rapport successfully, it would be wise for departments to continue to have conversations about this topic and related techniques as part of in-service training throughout the year. As mentioned above, in Lisa’s role, while she does not serve as a hearing officer, she does have follow-up conversations with students about their alcohol use, and found the training she received from her campus’ Center for Health and Wellness Promotion beneficial.

Specific Alcohol-Related Training

Only two participants, Adrianna and Erika, described participating in programs specifically related to student alcohol use. In both cases, the programs were geared toward students but professional staff members could volunteer as facilitators. Adrianna elected to serve as a trainer for “alcohol skills training,” which provided students with information about the effect that alcohol has on the body. However, she noted that becoming a trainer for the program was optional for those in her position.

Adrianna shared that most of her work related to student alcohol use has occurred through the conduct process. She said that she had not received any specific training related to having conversations with students about their alcohol use. Rather, her conduct training centered more around how to process cases: “A lot of our training, I felt like, focused on the process....I

think I felt like a lot of it really focused on policy, practice, and procedure, and not necessarily the elements.” This is surprising considering that Southern University includes three different sessions related to conduct work. When Adrianna has met with students in a conduct meeting, she has used her personal experience—or experiences she has observed—along with some of the information she learned from the alcohol skills training program to “tailor” her conversations with students.

Similarly, Erika volunteers as a facilitator for a values-based class designed for incoming first-year and transfer students at Western Catholic University. The class, which students take for credit, includes a module specifically on alcohol consumption. In her role at the university, Erika commonly encounters student alcohol use while on duty and as a conduct officer. When asked how the information she teaches in the course has impacted her interactions with students around alcohol use, Erika said it has occurred in the conduct setting. “I definitely can go back to that in our conversations and say, ‘Okay, so we talked about this.’...I think there’s definitely room in the student conduct process to bring those session to the table.” Interestingly, Adrianna and Erika were the only two interview participants who mentioned these alcohol-focused opportunities at their institutions. For both, participation was optional.

Other Factors Informing Response to Student Alcohol Use

Interview participants mentioned two other factors—campus culture and student testimony—that contributed to their responses to student alcohol use while on duty or through the student conduct process. I discuss each of these two factors in this section. Four participants, Lisa, Jessie, Shep, and Lee, noted how their particular campus cultures influenced their work with students and alcohol.

Campus culture. One factor that contributes to RDs' response to student alcohol use is the individual campus culture around drinking. Lee, the RD from Mountain State University, shared that the school is the state's "urban" university, and students often come from backgrounds where they have experienced addiction and homelessness, and they lack knowledge about and experience with alcohol safety around driving. Lee reported that drinking and driving is common at the institution: "I'm just flabbergasted of how much we see." He further explained: "There are a lot of them who are coming from super rural communities where they don't have that [ride share programs]. And so now that they're in a town where we do have that, nobody's really taught them, 'Hey, you can get a ride home for \$6.'"

Lee shared that drunk driving is not commonly addressed through the *residential* student conduct process, and should instead be handled by the campus' *general* student conduct process administered by a separate office, but given his role in the community, he has had to address it:

I've had to meet with students before who were drinking and driving in the parking lot.

I'm like, "This is more of a university policy, not really a residence hall policy." Because we are a small school, we only have maybe a very small handful of hearing officers. So the designation just fell onto me....But it was kind of a weird one, because I'm like, "This really isn't my jurisdiction, but we still need to do something about this."

According to Lee, the student health center does provide alcohol-related workshops for students, but he said he believes that staff would also benefit from this type of information, especially given the relatively higher instances of addiction in the campus population: "There is more room for us to train and develop on our campus."

Another type of campus culture is the “culture of care,” which Lisa described. Western Catholic College has incorporated restorative practices when responding to student alcohol use. Unlike other campuses, RDs at this institution do not serve as hearing officers; instead, they follow up with students “from a value lens” after an incident is documented. When meeting with students for these conversations, RDs share campus social norms related to alcohol consumption and offer support and resources instead having to confront residents about possible policy violations. Depending on the severity of the incident, in addition to a meeting with the RD, the student may have to speak with conduct staff—a counselor from the Center for Health and Wellness Promotion, which has two counselors trained specifically in alcohol and other drug use. Lisa explained:

This culture of care is really helpful for me because it makes me feel like the time I’m investing in it, and having these follow-up conversations with students about their alcohol use or about whatever the topic may be, matters to the institution, and they care about it.

In contrast, the culture that Lisa describes, a culture whose response to alcohol is more formalized and deliberate. This makes sense given that the training schedule for Western Catholic College was the longest, and included a full day of wellness training, plus additional duty-specific training sessions. Other campuses are more reactive based on campus academic and social calendar. Jessie described this link between the academic calendar and consumption of alcohol at Central Atlantic Private University:

When it comes to alcohol, there is very much the mindset of work hard, play hard. So I would say it’s very easy to know what weeks they are going to consume alcohol and what weeks they’re not going to. So if it is a heavy midterm week, they are not going to

consume alcohol the weekend before. But they will heavily consume alcohol the weekend after and on alumni weekend, on Spring Fair weekend, etc.

Shep echoed the “work hard, play hard” concept mentioned by Jessie, and described that his campus has a “very strong campus drinking culture.”

Though Southeastern University had one of the longer training schedules with nineteen days, it only included one conduct related session Gregg talked about how local ordinances in the community surrounding the Southeastern University campus influence behavior around alcohol. He explained that the county where Southeastern is located is considered a “dry county,” and liquor can only be purchased at a restaurant. Additionally, prior to his arrival at the school, local laws allowed those who were under 21 to enter bars. However, these laws changed as a result of a physical altercation involving alcohol and an 18-year-old student. Gregg wondered,

Does making alcohol harder to acquire make it more desirable? I’m not entirely sure....Because I can definitely say, while it might be a dry county, there are many times where we have found alcohol within the student living community. So that’s still happening regardless.

To summarize, two factors—campus culture and student testimony—informed RDs responses to student alcohol use while on duty or through the student conduct process. While some participants described a more proactive campus culture used to address student alcohol use, others described a more reactive approach.

Student testimony. Another factor that has informed the way RDs respond to student alcohol use is information that students share directly. With regard to learning about current student alcohol behavior, Shep said, “either the [student] RA staff is talking about it or [students

called in for] conduct meetings are talking about it.” Kelly echoed this idea about students’ role in informing how he responds to student alcohol use. He described acquiring “street knowledge” from students about campus alcohol attitudes, heavy campus drinking days, where students are drinking, and what they are consuming to get drunk. At Kelly’s institution, Midwestern Flagship University, students consume alcohol more heavily around football games, Greek recruitment season, spring break, and just before finals.

Kelly explained that this information is helpful because “it gives me a better idea or a better sense of how to predict or how to work with those students....It’s very helpful that we get more context for the students I am working with.” Kelly said he appreciates this information “from a student’s eyes” about what other students are doing, because it helps him know what type of behavior to expect and when. He said that can help him work with RAs, who are often responding first to student alcohol incidents.

Kelly described that weekly one-on-one meetings with his RAs and work with his campus residence hall association are often sources for understanding the alcohol culture on campus:

As a hall coordinator, there is a lot you can learn that way, at least in my experience.

You learn something new every day. I think also, for me, it’s always very interesting just

to see different perceptions of alcohol among our students and different tolerance levels.

Similarly, Craig said that he learns “quite a bit” from students at Southwestern Flagship University: “I learn something new, I feel like, every year.” Mauricio shared that information from his students is an important part of his learning about student alcohol use. Mauricio shared,

I think now my interactions with my students and my staff is a lot more significant for me in terms of culturally, what are my students interacting with now...I would say, I probably get much more from my RA staff, student workers, my community council members, things like that...I don't consider myself old, but I've done this for eleven years, I'm not quite as connected with certain things as I might have been in my first or second year.

Additionally, it was hard to tell if the on-call/duty response training sessions in the provided training schedules incorporated specific student experiences into the content. This would be an area to explore more deeply with further research.

Notable Findings: Personal Experience With Alcohol

A powerful finding was the number of interview respondents—nine of the 12—who identified their own personal experience with alcohol as a factor that has informed their response to student alcohol use. This experience informed their conversations with their students, whether in the student conduct capacity or in a different type of follow-up conversation. Lee, who had more limited personal experience with alcohol, shared:

When I was in grad school it was really hard because we were considered a dry campus, even for hall directors. And so the only times that I could really get any experience with alcohol is if I went to a bar off campus. And you usually don't want to go to the ones that all the college students were at. And so, to an extent, I felt a little naïve about everything. So I would actually have to go into Google and, like, "Is this considered a fifth? This is considered a handle. When they say 'tall boy,' what does that mean?" Because that's not something that you really come across as much just going to a bar. Now where I'm at,

being able to actually go and buy my own things and drink in my apartment every now and then, I have more of the terminology down. And I think it's better to be able to have some sort of experience with stuff, to an extent. Because you can speak on their terms. Lee's account is compelling, because it begs the question, how many other RDs who serve as ha4ring officers might share his limited experience? In contrast to Lee's experience, Jessie described going out often as an undergraduate, and he felt that he learned how to consume alcohol at a young age:

And in my first year, I would say I was that person that went out both Friday and Saturday night, sometimes another night of the week....I would say I learned how to consume alcohol at a very young age compared to some people that I've definitely seen within kind of the students I work with now. I was the person who had a fake ID at one point in time....I even tell all the students this at my conduct meetings. I tell them, "If I told you I didn't drink underage, I would be lying to you."

The responses from Lee and Jesse illustrate a wide-ranging spectrum of experience that RDs can have related to alcohol. Erika also described how she uses personal experience around alcohol during her conduct meetings:

Once they share their side of the story and we go through all the formalities at the beginning...that's really a time for me to share, the time where I can give my, I wouldn't say opinions, but my words of wisdom moving forward....And I think that's where I get to maybe speak on past experience—not just my past experiences, but just general experiences that I witnessed or had been a part of, what have you, in terms of students and alcohol usage and what I've seen on this campus and what I've seen on other

campuses, potential consequences moving forward...anecdotes of some friends that I know from college or acquaintances who partied pretty hard, and now they're 30 and they're still acting like they're 22.

Summary of the Findings

The data show that RDs across the country receive different types of employer-provided training, with the most common form of training being pre-service training. Time spent on different training topics varies widely by institution, as does the amount of time spent on particular topics. Additionally, RDs reported most commonly addressing student alcohol use within their on-call and on-duty work or in the student conduct process. Notably, RDs reported calling upon their own personal experiences with alcohol to inform their conversations with students and build rapport. I discuss what implications these findings have for training RDs in Chapter 5.

CHAPTER 5:

DISCUSSION AND RECOMMENDATIONS

This study explored how resident directors characterize the training they receive, what employer-provided training related to student alcohol use they have received, and what other experiences or factors inform how they respond to student alcohol use. As discussed in the prior chapter, the majority of survey respondents indicated they had received pre-service training from their current employer, and nearly as many had received in-service training. However, there was very little consistency across institutions with regard to training content. This finding was supported by the survey results as well as the interviews and document analysis. Moreover, very few study participants reported receiving specific training related to student alcohol use and instead described learning from other factors, such as campus culture, student testimony, and their own past experiences.

Overall, the findings underscore the lack of standardized training in the functional area of residential life, specifically related to student alcohol use. These findings affirm that many RDs receive employer-provided training, but the curriculum does not adequately equip them to respond effectively to this pressing issue. Moreover, the interview respondents illuminated how RDs draw on personal experience, campus culture, and student testimony to connect with students during one-on-one student conduct meetings and more generally in their responses to student alcohol use.

Existing training literature asserts the importance of training programs along with socialization and onboarding (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007). In student affairs specifically, existing studies have explored how the lack of these programs can ultimately

lead to staff leaving the profession after only a few years of full-time work (Belch, Wilson, Dunkel, 2009).

The work of Dinise-Halter (2017) and Cendana (2012) both include new student affairs professionals. Cendana in particular focused on the training new RDs receive for their role, as well as the content of that training. My study's findings extend this existing scholarship by enhancing understanding about the amount of time spent on specific training topics, and highlighting how training compares to RDs' most time-consuming job responsibilities. The personal narratives from RDs in my study provide a more in-depth understanding of RD training experiences while in the job.

In his quantitative study on RD retention, Jennings, (2005) notes that "residence life is at a crossroads with professional preparation and development" (p. 213), and recommends that residence life departments modify training to fit specifically entry-level staff. Given that participants in my study commented on the need to tailor training to different levels of experience, my study supports Jennings' recommendation. In their 2007 study, Renn and Hodges uncovered sentiments from first-year RDs that were similar to the "trial by fire" phenomena that some of my interview participants noted. My study corroborates their work as well.

Regarding student alcohol use and student affairs, the work of Kitzrow (2003) highlights the challenges that college student personnel face broadly as mental health issues continue to affect students on college campuses nationwide. However, my study extends Kitzrow's work by focusing in particular on the Resident Director role, and how addressing student alcohol use manifests in RD work, specifically in on-call duty response and through the student conduct

process. Overall, my study's findings suggest that continued work is needed to better understand what training content and delivery will best serve RDs in their complex, multi-faceted roles.

Limitations of the Study

As with all studies, this research has several limitations. One area of limitation is the study's rate of participation. The participants who completed the survey in June shared valuable information about the types of training they received for their work, the topics covered in that training, and how the training assisted them in their work. These findings would have been strengthened by a larger sample, however. The overall number of responses could have been improved by launching the survey at a different time of year, ideally March or April. While some schools are in session through mid-June, many schools, especially those who operate on a semester schedule, have completed their academic year by the end of May. As a result, RDs employed on a 10-month contract may have missed the survey invitation.

Another limitation is the relative lack of diversity of survey and interview participants. Though not all of the 141 participants indicated their race or ethnicity, 67 interview participants identified as White, while only 16 participants indicated a race or ethnicity other than white. While this breakdown is similar to ACUHO-I's membership demographics, where the majority of members who chose to identify their race identify as white, this study could have been improved by the inclusion of more broad perspectives and experiences.

Finally, this study is limited by the limited geographic diversity of the schools at which the participants were employed. For example, the qualitative portion of the study only included 2 schools from the Midwest and 1 school from the southwest. These represent important geographic regions that should be represented equally amongst the other regions, so that their

perspectives and practices can be understood more fully. As mentioned above, given the time that the survey launched, it's possible that members of ACUHO-I who qualified for the study but whose academic year ended in May were not captured. A survey launch earlier in the year would likely help to improve the institutional diversity represented in the study.

Suggestions for Further Research

Perhaps what is most striking about this study are the additional questions and opportunities for future research that it raises. With regard to improving the overall quality of training, additional research will be necessary to gain a better understanding of what RDs are looking for with regard to their employer-provided training. It would also be useful for researchers to investigate the content and delivery used at institutions overall, as well as at certain types of institutions. For example, schools with larger international populations need (and should) provide very different types of training content than schools with primarily domestic populations. Finally, additional research comparing the benefits of extended or additional RD training versus limited or shorter RD training, would benefit the field and could lead to more standardization across the industry.

The profession would also benefit from more in-depth research on content currently used in both pre-service training and in-service training to understand current content effectiveness. Additionally, it would be helpful to understand more about what factors inform training content choices and what information or data inform how trainers assemble training programs. For example, is it more helpful for trainees to watch a video or participate in a role-playing scenario, etc.? How often should training occur, who should facilitate the training? More research would also help to identify if there other areas in the RD role where staff members call upon past

personal experiences or “other learnings” to assist them with common job responsibilities as they do when meeting with students about alcohol use. This would be useful because it could highlight areas that are missing or deficient in current training content.

It would also be worthwhile to compare RDs’ satisfaction with the training they receive by campus type. A larger, more diverse sample would allow for these comparisons, which would yield useful information for specific institutional types. Larger schools may, for example, have more resources and longer-established programs. Does that contribute to the overall training quality offered to professional staff at these institutions?

Implications for Practice

The findings of this study have value for several staff groups within the functional area of residential life. Perhaps most significantly, the findings shed light on how RDs characterize the training they receive for their work overall. Departmental leadership, directors, assistant directors, and other professional staff who plan and implement professional staff training sessions and design training content for departmental training can use this information to improve their programs. With regard to these groups, I recommend the following:

1. *Training Assessment:* In order to shape training curriculum, trainers need to understand how their current training content and delivery methods are characterized by current staff members. Employing brief surveys at the end of each individual pre-service training session, as well as at the end of the entire pre-service program will help provide information on how training has been received by current staff.
2. *Time Tracking:* To ensure that staff are receiving training on the most time-consuming aspects of their job, departments must assess how staff are spending their

time. Instructing Resident Director staff to keep a log for one week during the academic year to track how they are using their time, will help shed light on the most time-consuming aspects of the job. With this information, trainers can tailor training content and delivery to these most time-consuming job responsibilities to better equip staff with the information they need to succeed in their role.

3. *Include Key Stakeholders in Training:* In reviewing training program content, with respect to addressing student alcohol use, it is essential to include key campus stakeholders such as campus safety, dean of students, campus student conduct officials, as well as counseling center staff. Working with these stakeholders is especially important because these partners are often using information provided by RDs, and RDs are often asked to follow up on matters currently being reviewed by these partners. In the case of campus safety, RDs are often responding to incidents with campus safety staff, so having cooperative relationships is important.
4. *Include Senior Level RD Staff:* Given the information provided by more experienced staff in this study, including more experienced RD staff as in training content development and delivery is important. Not only can these staff impart individual areas of expertise and knowledge, but their inclusion as trainers can help them sharpen their own knowledge about campus policies, protocols and related matters, and will keep these staff engaged in the training process.
5. *Include Alcohol Use in RD Training:* As my study suggests, RDs come have a wide range of experiences when it comes to alcohol use. In some cases, RDs can easily relate to the students they see in conduct meetings or in their community who have

been documented for an alcohol violation, however, in other cases, RDs may not have the same experience when it comes to consuming alcohol. Considering this, RD training should include basic information on alcohol consumption, as well as campus alcohol behavior and trends, ideally from a student perspective. In this way, RDs can be educated about the basics of alcohol consumption, if they are not already familiar, and be informed about what alcohol consumption looks like on their specific campus. In this way, all RDs who respond to student alcohol use will have a baseline of knowledge.

The notable finding about RDs connecting with students during conduct meetings, and calling upon their own experience brings to light the varied techniques that these student affairs professionals employ in their work. This finding adds to dialogue around training curricula and raises questions about how RDs can continue to draw on personal experiences to assist them in their work, as well as learn how to most appropriately and effectively share this information with students.

Given the variation that survey respondents shared about not only the topics covered in employer-provided training, but the time spent on these topics, as illustrated in Table 4.3, 4.4 and 4.5, the establishment of more specific guidelines for RD training around training content, allocation of time, and mode of delivery, is a natural implication. Given that supervision of student staff was ranked as one of the most time-consuming job responsibilities, yet was commonly left out of both pre-service and in-service training, allotting time for this topic is essential. At minimum, all campuses who require RDs to supervise student staff should allot

more than just one hour related to student staff supervision in pre-service training, and should incorporate the topic into on-going in-service trainings.

Additionally, all institutions who require RDs to serve in an on-call capacity need to include on-call/duty-response training that goes beyond having RDs simply read a manual. The time allotted to this training should be proportionate to the amount of time staff members spend on-call as part of their total job responsibilities. Additionally, all campuses who require RDs to serve as hearing officers, need to include conduct or judicial training as well, again in proportion to their total work-load, and including ice-breaking, rapport building techniques and conversation starters, not just how to use conduct software. This study, and others that follow, offer important information to professional associations who are well-placed to generate recommendations and guidance to the profession. These take-aways include the need for more training on student staff supervision, the inclusion of more hands-on training when it comes to on-call/duty response training, something more than just reading a manual, and conduct training that goes beyond using software. Modifying training schedules to account for different levels of RD competency and experience, as well as incorporating more peer-to-peer conversations, could enhance the training experiences of many RDs in the field.

Additionally, given the frequency with which RDs reported calling on their own experiences, certain areas of professional staff training may be inadequate for preparing staff to have one-on-one conversations with students, especially related to alcohol. As such, establishing national guidelines and standards can help employers the needs of their staff. Further, encouraging RDs to invest in their communities in an on-going manner, can help to break the ice with students sooner, so that RDs are not engaging with students for the first time during a

conversation about reported policy violations or when they are approaching students in an on-call capacity.

In order to provide consistently relevant training content, departments of residence life need to fully understand the issues that RDs face as well as how much on-the-job time is consumed by each issue. These departments can employ assessment techniques, such as weekly time tracking of RD work, individual training session surveys as well as surveys after the completion of pre-service training to obtain data about these issues. Departments should focus these assessment efforts on all training activities, from pre-service and in-service training to written training manuals. This will ensure that institutions provide training that continually meets the needs of their staff members. Additionally, incorporating more experienced RDs into training staff, especially the training of new staff, provides an opportunity for more senior staff to share their expertise, and provide relevant and current content. Experienced staff would also benefit from the opportunity to review current policies and procedures as they prepare to share that information with more junior level staff. Given the sentiments shared by more experienced RDs in this study, another recommendation for practice would be to allow more experienced RD staff to opt out of training sessions that include well-established policies and practices. It is exciting to think about the positive impact that improving RD training will have on not only those in RD positions, but for the students who they serve as well.

APPENDIX A:
STUDY INFORMATION SHEET

UNIVERSITY OF CALIFORNIA LOS ANGELES STUDY INFORMATION SHEET

Exploring the Training and Lived Experiences of Professional Residence Life Staff Members

Hilary L. Crocker, Ed.D. candidate in the Educational Leadership Program at the University of California, Los Angeles (UCLA) is conducting a research study for her dissertation. Dr. Tina Christie and Dr. Kevin Eagan from the Education Department at UCLA are her faculty sponsors.

You were selected to participate in this study because you are a resident director. Your participation in this research study is voluntary.

Why is this study being done?

This study will address broadly how Resident Directors, and those in analogous roles, perceive employer-provided training, and how this training compares to the most time-consuming issues faced by Resident Directors on-the-job. In addition, this study will explore how employer-provided training informs the way Resident Directors respond to on the job challenges, and specifically alcohol related challenges.

What will happen if I take part in this research study?

If you volunteer to participate in this study, the researcher will ask you to do the following:

- Complete an on-line survey.
- Have the option to participate in a one-on-one private, recorded interview regarding the training and professional development you receive in your current position.
- Have the option to review interview transcripts for accuracy.
- Have the option submit materials related to professional staff training at your institution. Materials may include: calendars, schedules, manuals, agendas, flyers websites, assessments, presentations, other training documents and/or materials related to professional staff pre-service or in-service training.

How long will I be in the research study?

- The survey will last between 15-20 minutes
- The interview will last between 45 and 60 minutes.

Are there any potential risks or discomforts that I can expect from this study?

Interview questions focus on the training and professional development opportunities you receive in your current role. Some of the questions do reference training

specifically related to student alcohol use. If participants feel uncomfortable with any question, they can decline to answer. I will use a pseudonym when referring to specific colleges or individuals by name and conceal identifiable characteristics, such as location.

Are there any potential benefits if I participate?

Participation in this study will provide valuable input on how training impacts the work that you do, and the results of this research have the potential of improving training for hundreds of thousands of residence life staff across the United States and the world!

Will I be paid for participating?

Survey participants will have the option of entering their name into a random drawing for one of four \$100 Amazon.com gift cards. In addition, all interview participants will receive a \$15 Amazon.com gift card for completing an interview. Participation in the study is not required in order to participate in the raffle. If you wish to enter the raffle, but not participate in the study, please email hcrocker@alumni.ucsd.edu and include your full name, phone number and email address in the body of the email. The odds of winning are about 4 in 1000, and winners will be contacted by email if they have won.

Will information about me and my participation be kept confidential?

Any information that is obtained in connection with this study and that can identify you will remain confidential. To ensure confidentiality of the participants, no participant names or identifying features [of participants, or colleges] will be used in writing up the study. The demographic questions in the survey ask respondents about how long they have been working, their age, ethnic background and the level of education they have completed. Campus names will be collected for tracking purposes only, and I will use a pseudonym when referring to specific colleges or individuals by name.

What are my rights if I take part in this study?

- You can choose whether or not you want to be in this study, and you may discontinue participation at any time.
- Whatever decision you make, there will be no penalty to you, and no loss of benefits to which you were otherwise entitled.
- You may refuse to answer any questions in the interview that you do not want to answer and still remain in the study.

Who can I contact if I have questions about this study?

- **The research team:**
If you have any questions, comments or concerns about the research, please contact: Hilary L. Crocker, the researcher, hcrocker@alumni.ucsd.edu or (XXX) XXX-XXXX or Faculty Sponsors, Dr. Tina Christie (tina.christie@ucla.edu) or Dr. Kevin Eagan (keagan@ucla.edu).

UCLA Office of the Human Research Protection Program (OHRPP):

If you have questions about your rights as a research subject, or you have concerns or suggestions and you want to talk to someone other than the researchers, you may contact the UCLA OHRPP by phone: (310) 206-2040; by email: participants@research.ucla.edu or by mail: Box 951406, Los Angeles, CA 90095-1406.

APPENDIX B: SURVEY INSTRUMENT

Are you a full-time, live-in, campus housing or residence life professional that directly oversees Resident Assistants or a similar student staff position?

- ☐ Yes
- ☐ No

Thank you for taking this survey! First, we would like to know a little about how much time you have worked in housing and/or residence life.

Including this year, how many years have you been working in housing and/or residence life?

- ☐ Less than 1 year
- ☐ 1- 2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ More than 15 years

How long have you been working in your current position at this campus?

- ☐ Less than 1 year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ More than 15 years

Now we would like to know more about the training you received for your current job responsibilities

In the last 12 months, have you received any employer-provided training for your current role.

- ☐ Yes
- ☐ No

What types of employer-provided training have you received? Please check all that apply.

- ☐ Professional staff pre-service training (training provided before student staff arrival)
- ☐ Professional staff in-service training (training provided during the course of academic year)
- ☐ Job-shadowing while on the job
- ☐ Policy/Procedure manual
- ☐ Mentorship by another staff member
- ☐ Other _____

During your employer-provided pre-service training, what topics were included? Please select all that apply.

- ☐ On-call, duty or crisis response procedures
- ☐ Supervision of student staff
- ☐ Counseling
- ☐ Occupancy management
- ☐ Building maintenance
- ☐ Conduct or judicial case processing
- ☐ Community Building and Programming
- ☐ Budgeting
- ☐ Advising Residence Hall Association
- ☐ Managing Roommate conflicts
- ☐ Departmental Committees
- ☐ Other _____

Considering the topics covered in your employer-provided pre-service training, please estimate what percentage of training time was spent addressing each topic:

On-call, duty or crisis response procedures: _____
Supervision of student staff: _____
Counseling: _____
Occupancy management: _____
Building maintenance: _____
Conduct or judicial case processing: _____
Community building and programming: _____
Budgeting: _____
Advising Residence Hall Association: _____
Managing Roommate conflicts: _____
Departmental Committees: _____
Other: _____
Total: _____

To what extent did you find pre-service training topics helpful for your current job responsibilities?

	Very Helpful	Helpful	Neither Helpful nor unhelpful	Unhelpful	Very Unhelpful
On-call, duty or crisis response procedures					
Supervision of student staff					
Counseling					
Occupancy management					
Building maintenance					
Conduct or judicial case processing					
Community Building and Programming					
Budgeting					
Advising Residence Hall Association					
Managing Roommate conflicts					
Departmental Committees					
Other					

During your employer-provided in-service training, what topics were included? Please select all that apply.

- ☐ On-call, Duty or Crisis Response procedures
- ☐ Supervision of Student Staff
- ☐ Counseling
- ☐ Occupancy Management
- ☐ Building Maintenance
- ☐ Conduct or judicial case processing
- ☐ Community Building and Programming
- ☐ Budgeting
- ☐ Advising Residence Hall Association
- ☐ Managing Roommate conflicts
- ☐ Departmental Committees

Considering topics covered your employer-provided in-service training, please estimate what percentage of training time was spent addressing each topic:

On-call, Duty or Crisis Response procedures: _____

Supervision of Student Staff: _____

Counseling: _____

Occupancy Management: _____

Building Maintenance: _____

Conduct or judicial case processing: _____

Community Building and Programming: _____

Budgeting: _____

Advising Residence Hall Association : _____

Managing Roommate conflicts: _____

Departmental Committees: _____

Other: _____

Total: _____

To what extent did you find in-service training topics helpful for your current job responsibilities?

	Very Helpful	Helpful	Neither Helpful nor unhelpful	Unhelpful	Very Unhelpful
On-call, Duty or Crisis Response procedures					
Supervision of Student Staff					
Counseling					
Occupancy Management					
Building Maintenance					
Conduct or judicial case processing					
Community Building and Programming					
Budgeting					
Advising Residence Hall Association					
Managing Roommate conflicts					
Departmental Committees					
Other					

Now, we would like to know more about your thoughts regarding employer-provided training. For the purposes of this study, employer provided training includes professional staff training provided by your current employer either before student staff arrival, or training provided during the course of the academic year.

Please read each statement below, and select the descriptor that matches how much you agree or disagree

Given the employer-provided training received in my current role, I feel prepared to succeed.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree

Topics of employer provided training align with my job responsibilities.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree

Our institution offers quality pre-service training.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree

Our institution offers quality in-service training.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree

Employer-provided training topics have been customized for my institution.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree

Employer-provided training does little to help me do my job.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree

I have made changes to my professional practice as a result of participating in employer provided training.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree

What types of issues take up most of your time at work? Please rank the top three most time-consuming issues. Select (1) for the most time-consuming issue and so on.

- _____ On-Call, Duty, or Crisis Response
- _____ Supervision of student staff
- _____ Occupancy Management
- _____ Building Maintenance
- _____ Conduct or judicial case processing
- _____ Community Building and Programming
- _____ Roommate Conflicts
- _____ Advising Residence Hall Association
- _____ Students experiencing mental health concerns
- _____ Departmental Committees

You indicated that on-call, duty or crisis response is one of the most time-consuming issues you

face at work. Please estimate what percentage of your time on-duty is spent addressing the following issues:

Students experiencing homesickness : _____
Students experiencing depression/anxiety : _____
Students demonstrating suicidal ideation : _____
Students using alcohol : _____
Students using drugs : _____
Students experiencing sexual harassment or sexual violence : _____
Students experiencing eating disorders : _____
Roommate conflicts : _____
Physical Assault : _____
Noise : _____
Other : _____

You indicated that conduct or judicial case processing is one of the most time consuming issues you face at work. Please estimate what percentage of your judicial cases include the following issues:

Alcohol : _____
Drugs (including marijuana) : _____
Prohibited items : _____
Students demonstrating self-harming behaviors : _____
Weapons : _____
Noise : _____
Disruptive or disorderly behavior : _____
Smoking : _____
Physical assault or altercations : _____
Other : _____
Total : _____

You indicated that student mental health concerns are one of the most time consuming issues you face at work. Please estimate what percentage of the mental health concerns you address include the following issues:

Students using alcohol : _____
Students using drugs : _____
Students experiencing homesickness : _____
Students demonstrating self-harming behaviors : _____
Students demonstrating suicidal ideation : _____
Students dealing with challenges at home : _____
Students experiencing eating disorders : _____
Students experiencing depression : _____
Students experiencing anxiety : _____
Other : _____
Total : _____

During the regular academic year, please indicate how frequently you address each of the mental health concerns listed below in an average week.

	Not at all	1-2 times a week	3-4 times a week	5-6 times a week	Everyday
Homesickness					
Anxiety					
Depression					
Suicidal ideation					
Alcohol abuse					
Drug abuse					
Eating Disorder					
Self-harming behaviors					
Students dealing with challenges at home					
Other					

Now we would like to know more about your thoughts regarding employer-provided training.

For each statement about employer-provided training below, please select the descriptor that matches how much you agree or disagree with each statement.

Employer provided training is necessary to succeed in my current role.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

Working in my current role, I rely more on my past professional experience than on employer-provided training.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

Our institution is committed to allocating resources for professional staff training.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

Employer provided training is necessary every year.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

Employer-provided training does little to help me do my job.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

I have made changes to my professional practice as a result of participating in employer provided training.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

I don't see the benefit of employer-provided training.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

What is the one most important thought you would like to share with the researcher about employer- provided training?

Now we would like to know about the types of professional development activities you participated in during the last 12 months. For the purposes of this survey, professional development includes any activities outside of any employer-provided pre-service or in-service training.

In the last 12 months, have you participated in any professional development opportunities?

- ☐ Yes
- ☐ No

Does your employer provide funding for training or professional development?

- ☐ Yes
- ☐ No
- ☐ Don't know

Please indicate the amount of funding provided annually by your employer.

Please indicate the types of professional development activities which you have engaged in. Please select all that apply.

- ☐ On-site professional conference or workshop hosted by home institution to enhance job-related knowledge or skills.
- ☐ Off-site professional conference or workshop funded (fully or partially) by employer.
- ☐ Off-site professional conference or workshop not funded by employer, funded entirely by you.

Please indicate the sponsoring organization of the off-site conference or workshop you have most recently attended.

For each statement about professional development below please select the descriptor that matches how much you agree or disagree with each statement.

Professional development efforts are embedded in our departmental culture.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree

Our institution is committed to allocating resources for professional development.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

I am familiar with the professional development opportunities offered by my institution.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

Our institution has a structured professional development program.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

Working in my current role, I rely more on off-site professional development opportunities than employer-provided training.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

My supervisor supports my professional development.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

I have made changes to my professional practice as a result of participating in professional development activities.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

I have engaged in specific professional development activities that have helped prepare me to address student alcohol use.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

What is the one most important thought you would like to share with the researcher about professional development?

Thank you for answering the survey questions. Now we would like to know more about you.

Please enter the name of the institution where you are currently employed. This information will only be used by the researcher for tracking purposes and will only appear in the study in aggregate and/or under a pseudonym, such as College A.

How old are you?

- ☐ Under 25 years old or younger
- ☐ 26-30 years old
- ☐ 31-35 years old
- ☐ 36-40 years old
- ☐ 41 years old or older

How do you describe your gender?

- ☐ Self-describe _____
- ☐ Prefer not to indicate

With which racial or ethnic group do you most identify?

- ☐ American Indian or Alaska Native
- ☐ East Asian
- ☐ South Asian
- ☐ Southeast Asian
- ☐ Black or African American
- ☐ Hispanic or Latino/a
- ☐ Pacific Islander
- ☐ White
- ☐ Prefer not to indicate
- ☐ Self-describe _____

What is your highest level of completed education?

- ☐ Four-year college graduate (Bachelor's Degree)
- ☐ Master's degree completed
- ☐ Ph.D. completed
- ☐ Ed.D. completed

Are you willing to engage in this study further by providing a copy of your professional staff training materials, such as a training schedule, training manual, etc. to the researcher? Any information provided will only appear in the study in aggregate form and/or under a pseudonym, such as College A.

- ☐ Yes
- ☐ No
- ☐ Maybe - I would like more information first

Are you willing to engage in this study further by participating in a 45- 60 minute interview with the researcher about your training experiences?

- ☐ Yes
- ☐ No
- ☐ Maybe - I would like more information first

Please provide your contact information below:

First and Last Name _____

Position Title _____

Current Employer _____

Email Address _____

Phone number _____

Are you willing to engage in this study further by providing a copy of your on-campus housing rules, regulations and policies, or your Student Conduct Code, to the researcher? Any information provided will only appear in the study in aggregate form and/or under a pseudonym, such as College A.

- ☐ Yes
- ☐ No
- ☐ Maybe - I would like more information first

APPENDIX C:

FOLLOW-UP INTERVIEW RECRUITING EMAILS

Date:

From:

To:

Subject: UCLA Research Participation Invitation – Interview

Thank you for completing the survey for my dissertation study, *Exploring the Training and Lived Experiences of Professional Residence Life Staff Members*. At the end of the survey you indicated you would be interested in participating in a follow up interview. I appreciate your interest! I'm writing to schedule a time when we could meet via online meeting software, or by phone, for a 45-60-minute interview. So that I may schedule a time that works well for you, please complete a brief scheduling survey here: <<insert link>>. Any information you provide on the scheduling survey will only be accessible to the researcher for the purposes of scheduling an interview time and will not be linked to any other information you provide for the study.

Your interview responses, your identity, and any identifiable features of your institution will also be kept confidential. If used in the final write-up of the study's findings, all participants and their institutions will be given a pseudonym.

As a token of appreciation for participating in the interview, you will receive a \$15 Amazon.com gift card. Your participation in the interview is voluntary. Most importantly the information you share will contribute to improving training for professional residence life staff now and in the future.

If you have any questions or concerns about the study, please feel free to contact me directly at

hcrocker@alumni.ucsd.edu or (XXX) XXX-XXXX or my faculty sponsors, Dr. Tina Christie at tina.christie@ucla.edu or Dr. Kevin Eagan at keagan@ucla.edu.

Thank you for your time reading this email and considering participating in an interview for my study.

Sincerely,

Hilary L. Crocker

Date:

From:

To:

Subject: UCLA Research Participation Invitation – Interview

Thank you for completing the survey for my dissertation study, *Exploring the Training and Lived Experiences of Professional Residence Life Staff Members*. At the end of the survey you indicated you would like more information about participating in a follow up interview. I appreciate your interest! Interviews will take place via online meeting software, or by phone, for 45-60 minutes. Questions will center around how training and other learnings contribute to the way you approach your most challenging and time-consuming job responsibilities, and in particular, student alcohol use.

If you wish to participate, your interview responses, your identity, and any identifiable features of your institution will be kept confidential. If used in the final write-up of the study's findings, all participants and their institutions will be given a pseudonym.

If you wish to participate in the interview, please complete a brief scheduling survey here: <<**insert link**>>, so that I may schedule a time that works well for you. Any information you provide on the scheduling survey will only be accessible to the researcher for the purposes of scheduling an interview time and will not be linked to any other information you provide for the study.

As a token of appreciation for participating in the interview, you will receive a \$15 Amazon.com gift card. Your participation in the interview is voluntary. Most importantly the information you share will contribute to improving training for professional residence life staff now and in the future.

If you have any questions or concerns about the study, please feel free to contact me directly at hcrocker@alumni.ucsd.edu or (XXX) XXX-XXXX or my faculty sponsors, Dr. Tina Christie at tina.christie@ucla.edu or Dr. Kevin Eagan at keagan@ucla.edu.

Thank you for your time reading this email and considering participating in an interview for my study.

Sincerely,

Hilary L. Crocker

Date:

From:

To:

Subject: UCLA Research Participation Invitation – Staff Training Materials

Thank you for completing the survey for my dissertation study, *Exploring the Training and Lived Experiences of Professional Residence Life Staff Members*. At the end of the survey you indicated your interest in providing copies of your staff training materials to the researcher. I appreciate your interest! The following are the types of documents I am interested in collecting: calendars, schedules, manuals, agendas, flyers, websites, assessments, presentations, other training documents and/or materials related to professional staff pre-service or in-service training.

If you are still interested in providing these materials, please reply directly to this message and attach the documents, links to documents, you would like to share.

Document analysis information will be reported in aggregate, and any identifiable features of you and/or your institution will be kept confidential. Pseudonyms will be used if individual documents are referenced in the final write-up of the study's findings.

Providing documents to the researcher is voluntary. Most importantly the information you share will contribute to improving training for professional residence life staff now and in the future.

If you have any questions or concerns about the study, please feel free to contact me directly at

hcrocker@alumni.ucsd.edu or (XXX) XXX-XXXX or my faculty sponsors, Dr. Tina Christie at tina.christie@ucla.edu or Dr. Kevin Eagan at keagan@ucla.edu.

Thank you for your time reading this email and for contributing additional information to this study.

Sincerely,

Hilary L. Crocker

Date:

From:

To:

Subject: UCLA Research Participation Invitation – Staff Training Materials

Thank you for completing the survey for my dissertation study, *Exploring the Training and Lived Experiences of Professional Residence Life Staff Members*. At the end of the survey you indicated you would like more information about providing copies of your staff training materials to the researcher. I appreciate your interest! The following are the types of documents I am interested in collecting: calendars, schedules, manuals, agendas, flyers, websites, assessments, presentations, other training documents and/or materials related to professional staff pre-service or in-service training.

Document analysis information will be reported in aggregate, and any identifiable features of you and/or your institution will be kept confidential. Pseudonyms will be used if individual documents are referenced in the final write-up of the study's findings.

Providing documents to the researcher is voluntary. The information you share will contribute to improving training for professional residence life staff now and in the future.

If you are still interested in providing these materials, please reply directly to this message and attach the documents, or links to documents you would like to share.

If you have any questions or concerns about the study, please feel free to contact me directly at

hcrocker@alumni.ucsd.edu or (XXX) XXX-XXXX or my faculty sponsors, Dr. Tina Christie at

tina.christie@ucla.edu or Dr. Kevin Eagan at keagan@ucla.edu.

Thank you for your time reading this email and for considering this request.

Sincerely,

Hilary L. Crocker

APPENDIX D:
INTERVIEW PROTOCOL

Thank you so much for speaking with me. Today want to learn more about your experience as a Residence Hall Director, with regard to training and student alcohol use. This study is being conducted for my dissertation, which is being guided by Dr. Tina Christie and Dr. Kevin Eagan. The results of this study may benefit the training for those in Resident Director positions with regard to training broadly, and more specifically training around student alcohol use. Your participation in this interview is voluntary. You may refuse to answer any questions that you do not want to answer and still remain in the study.

If you agree to participate I will ask you to answer questions related to your experience with student alcohol abuse and addiction. The interview should take an hour or less. You will receive \$15 giftcard for participating in this interview. If you choose to stop participating before the end of the interview, you will receive full payment for your participation.

The information I will be recording about you is your job position, and the general geographic area where your institution is located for example, West Coast, East Coast, Midwest, etc. Any quotes I use from our interview will be assigned a pseudonym, or code.

Our conversation will be audio recorded so I can make a transcript of our conversation. I will be the only person who has access to our recorded interview. Are you okay with me recording our conversation?

Warm Up

Tell me a little about your professional background and how you came to your current position.

Probe: Have you worked in residential life *prior to* your current position? If so, please describe.

Previous Experience

1. What, if any, personal experience (not related to your profession) have you had with alcohol abuse or addiction?

a. Please provide an example.

a. In what ways do you think these experiences have influenced the way you respond to student alcohol addiction use? Please provide an example.

2. ***Prior*** to your current role, what experience, if any, did you have with ***student*** alcohol addiction or abuse? Provide an example(s).

Current Role

1. In your current role, can you describe any experiences you have had working with student alcohol use/abuse/addiction?

2. In what area of your work do you typically respond to student alcohol use? For example, on-duty, in conduct/judicial meetings?

2. Describe any *formal* training related to student alcohol use and abuse that you received for your current role?

3. Describe any informal training (such as mentoring, on the job experience or other types of guidance) has helped you in your current role in relation to alcohol use?

How, if at all, would you change the way you received formal training with regard to student alcohol use?

Based on all of the training that you have received, formal and informal, what elements of the training have been the most helpful? The least helpful? Why or Why not?

4. How, if at all, do institutional policies or procedures impact your responses to student alcohol abuse and addiction in your current position?
5. How effective do you believe your institution's policies and procedures are in assisting you in address student alcohol abuse and addiction?
6. What challenges have you experienced when working with students with problems of alcohol addiction and abuse?
7. If you had a prior role in Residence Life, did you receive training for alcohol addiction and abuse?

8. How, if at all, does responding to students with alcohol addiction and abuse affect your other job responsibilities? Please provide an example.
9. Are there times when it is more likely that there will be violations of student conduct rules on alcohol use?
11. Is there anything else you would like to add about your experiences with student alcohol abuse?

What is the one thing you would like me, the researcher to remember about your personal experience ADDRESSING student alcohol use?

APPENDIX E:

PROFILES OF INTERVIEW PARTICIPANTS

Mauricio

Mauricio is currently working at Big Southwestern University in a primarily first-year community of 1,250 residents. He is finishing his 11th academic year in a professional live-on role, and has been in his current position since 2015. Mauricio describes his journey to his current position as non-traditional. He served as an RA while an undergraduate, but as graduation approached, he was unsure about his next steps. During his senior year, Mauricio took on a role that included all the same responsibilities as professional-full time staff, with the exception of handling student conduct. With the help of a mentor, Mauricio began to think of student affairs as his career path, and he was hired as a full-time hall director right after he earned his bachelor's degree. He initially only thought about taking on the role temporarily, knowing that if he didn't like the work, he could always leave. Mauricio had such a good time his first year, however, he continued to pursue opportunities in housing and residential life in other areas of the United States. Unlike many of his residential life colleagues, Mauricio only just earned his master's degree at the end of summer 2019.

Craig

Like Mauricio, Craig was also an RA during his undergraduate college experience. He attended a small, private, southwestern, faith-based institution, and though he initially worked outside of higher-education, he quickly found his way back. While working in his first professional hall director role at a small, public, 4-year college in the southwestern United States, Craig earned his master's degree. From there, he moved on to Southeastern Flagship University.

Currently, Craig serves as one of six area coordinators. He supervises three part-time graduate hall directors. After 2 years at his current institution, Craig is looking to move into a mid-management position.

Shep

A residence hall director at Northeast College since 2015, Shep currently serves a community of 1,000 upperclassmen, including third- and fourth-year undergraduates as well as transfer students. Shep described his entry into higher-education as non-traditional, having earned a master's degree in early modern history. Shep served as an RA while an undergraduate student at Northeast College. As he was looking for work after earning his master's degree, a hall director position opened at Northeast. Shep was encouraged to apply for the position by a current staff member. The position was entry-level and required a master's degree with some residential life experience, which Shep had, given his experience as an RA. However, since Shep has not earned a master's degree in student affairs or a related field, he does not have the traditional background in student development theory and literature that others in the field do. In our interview, Shep described relying on both his past RA experience and professional staff training to assist him in his current role.

Lisa

Originally from the east coast, Lisa is completing her first year in her first full-time professional role as a community director at Western Catholic College. Lisa also worked as an RA during her undergraduate career. Though she initially thought she would work as a teacher in elementary special education, her work in student affairs as an undergraduate prompted her to apply to higher education graduate programs. After earning a master's degree in higher

education, Lisa found her current position at Western Catholic College, where she supervises 12 RAs and a community of about 375 first-year students housed across four different buildings, which are all part of the same living–learning community.

Carl

Carl has been a residence hall director at Midwestern College since 2015. He started his work in housing and residential life in 2010, when he obtained a live-on position at a community college with a community of about 95 students. Carl had not initially intended to work in housing and residential life. After earning his bachelor’s degree, Carl started to teach middle school. After 2 years of teaching, he discovered that he was more interested in working in higher education. Carl’s current building includes domestic and international Midwestern College students, as well as students who attend a nearby community college.

Adrianna

Adrianna is finishing her third year as a residence hall coordinator at Southern University, a large, public, doctoral-granting institution. Her responsibilities are similar to others in a typical RD position. This is her first professional position after completing her master’s degree in higher education, and she is currently pursuing a doctorate in education. In the 2018–2019 academic year, Adrianna supervised a hall that housed primarily first-year students. Like many of the other interview participants, Adrianna was an RA during her undergraduate career.

Kyle

An RD at Small Specialized Private College, Kyle has worked in housing and residential life for less than two years, and he has been in his current position for less than a year. Kyle is currently completing his master’s degree in educational leadership. During the 2018–2019

academic year, Kyle oversaw a community of roughly 700 students—a larger number than usual due to staff turnover. At Kyle's institution, all the residential communities on campus are first-year communities. The institution houses upperclassmen off campus but, in his role, Kyle mainly interacts with the on-campus population.

Erika

An RD at Western Catholic University, Erika was also first exposed to housing and residence life as an RA during her undergraduate years. Overall, Erika has spent about 5 years in housing and residential life. As an undergraduate, Erika worked in student affairs as a campus tour guide and RA. Erika realized that she could make a career out of helping students in higher education, and so she went straight into a higher education master's program after her undergraduate program. After obtaining her master's degree from a small, private Christian university, Erika intentionally pursued professional positions in housing and residence life. Erika first worked in housing programming and student engagement at a large, public 4-year institution before obtaining her current position. Erika has served in her current role for 3 years, and oversees an on-campus apartment community of about 430 second-year students.

Gregg

At Southeastern University, a large, 4-year public institution, Gregg has just completed his third year as an RD. This is Gregg's first position after earning his master's degree. Gregg supervises an apartment-style community, which houses about 500 first-year students. He has a team of 12 RAs, and one graduate RD assists him with managing the hall. In addition to his responsibilities managing his community, Gregg recently started to manage the front-desk program.

Jessie

Jessie started as a community advisor as an undergraduate student and has spent less than a year in his RD role at Central Atlantic Private University. After earning a bachelor's degree, Jessie specifically looked for a housing position in higher education. He found a position as an assistant complex director at a large, public midwestern institution while earning a master's degree. After graduate school, Jessie continued to look for employment opportunities in housing and residence life, specifically on the east coast. Jessie currently supervises 18 RAs who work in three different buildings at Central Atlantic Private University. The size of Jessie's buildings vary from 20 students in a small house-like community to a more traditional suite-style community of 250. Overall, Jessie's residents range from those in their first year to those in their fourth year.

Lee

Lee is completing his fourth year as an RD, his second year at Mountain State University. Having worked in housing and residence life during his graduate program, Lee knew he wanted to pursue professional opportunities in housing and residence life because of the large amount of student contact that occurs. The on-campus community at Mountain State University is very small—only 300 students live on campus. Lee worked as an RA during his undergraduate career but was accustomed to larger on-campus programs of about 3,000 students. During the 2018–2019 academic year, Lee had an RA staff of five who work with a community of about 100, non-traditional, and international students.

Kelly

Kelly has over 10 years of experience in housing and residence life. While he has been in his current position for less than a year, Midwestern Flagship University is Kelly's sixth housing program. Kelly started as an undergraduate RA, then served as a graduate hall director for several years at two different institutions before becoming a full-time hall director. Though Kelly grew up outside of the United States, he has worked at colleges and universities all over the country. Kelly has earned two master's degrees, one in public administration and one in public policy and international affairs. His current community includes about 960 beds and a team of 24 RAs. Kelly is currently working toward his Ph.D.

APPENDIX F:

TRAINING SCHEDULES FOR DOCUMENT ANALYSIS

Midwestern Flagship University

Monday, July 8th

New Staff

July	
M	8
T	9
W	10
TH	11
F	12
SAT	13
SUN	14
M	15
T	16
W	17
TH	18
F	19
SAT	20
SUN	21
M	22
T	23
W	24
TH	25
F	26
SAT	27
SUN	28
M	29
T	30
W	31
August	
TH	1
F	2

Theme: Welcome and Set Up			
TIME	TOPIC	LOCATION	PRESENTER
8:30am - 9:30am	Breakfast with Pro-Staff Training Committee	ng	Pro-Staff Training Committee
9:30am - 11:30am	Overview of Pro-Staff Training		Pro-Staff Training Committee
11:30am-1pm	Lunch		
1pm - 2pm	Hiring Paperwork		
2pm - 4pm	Golf Cart Campus Tour		
4pm-5pm	Office Time / IT Set Up / Personal Errands		

REMINDER
Bring an government issued ID for hiring paperwork and obtaining an university ID.

July	
M	8
T	9
W	10
TH	11
F	12
SAT	13
SUN	14
M	15
T	16
W	17
TH	18
F	19
SAT	20
SUN	21
M	22
T	23
W	24
TH	25
F	26
SAT	27
SUN	28
M	29
T	30
W	31
August	
TH	1
F	2

Tuesday, July 9th

New Staff

Theme: Orientation			
TIME	TOPIC	LOCATION	PRESENTER
7:50am - 11:45am	University New Employee Orientation <i>(Full Time Staff Only)</i>		University Benefits
8:30am - 11:30am	You're A Housing grad, now what?		
12pm - 1pm	Lunch		
1pm - 3pm	Supporting Students with Marginalized Identities		
3pm - 4pm	A Day In The Life		
3pm - 4pm	A Day In The Life	TBD	
3pm – 4pm	A Day In The Life	TBD	
4pm - 5pm	Office Time / IT Set Up / Personal Errands		
Social: <div></div>			

July	
M	8
T	9
W	10
TH	11
F	12
SAT	13
SUN	14
M	15
T	16
W	17
TH	18
F	19
SAT	20
SUN	21
M	22
T	23
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Wednesday, July 10th

New Staff

Theme: Meet the Team			
TIME	TOPIC	LOCATION	PRESENTER
8:30am - 9am	Residence Education Areas of Responsibility		
9am - 12pm	UH&D Overview Tour		
12pm - 1pm	Lunch		
1pm - 2pm	Who's who in your building?	Your building	
1pm - 5pm	LLC Partner Meetings	TBD	
1pm - 5pm	Curriculum Stakeholders Meeting	TBD	
2pm - 5pm	Office Time / IT Set Up / Personal Errands		



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Thursday, July 11th

New Staff

Theme: Curriculum and Community Development			
TIME	TOPIC	LOCATION	PRESENTER
8:30am - 10:30am	Residence Education Model (REM)		
10:30am - 12noon	LLCs		
12noon - 1pm	Lunch		
1pm – 1:30pm	Student Leadership Overview		
1:30pm – 2:30pm	Counselling Services at		
2:30pm - 5pm	Office Time / Personal Errands		
Social: <input type="text"/>			



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Friday, July 12th

New Staff

Theme: Student Conduct			
TIME	TOPIC	LOCATION	PRESENTER
8:30am - 12pm	Supervisor Time	TBD	
8:30am - 10am	Student Conduct Philosophy Overview		
10am - 12pm	Maxient and Office of Student Accountability Meet and Greet		
12pm- 1pm	Lunch		
1pm - 5pm	Something Fun!!	TBD	

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Monday, July 15th

New Staff

Theme: Mental Health			
TIME	TOPIC	LOCATION	PRESENTER
8:30am - 9:30am	Student Care Overview		
9:30am - 11am	Excelling and Early Intervention Team		
11am - 12noon	Hall Association Advising 101		
12noon - 1pm	Lunch		
1pm - 2:30pm	Introduction to Justice Conversations		
2:30pm - 4pm	Introduction to Strengths		
4pm – 5pm		Office Time	
<u>Social:</u> <input type="text"/>			



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Tuesday, July 16th

New Staff

Theme: Orientation			
TIME	TOPIC	LOCATION	PRESENTER
8am – 5pm	ASIST Training		TBD
Lunch			

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Wednesday, July 17th

New Staff

Theme: Mental Health			
TIME	TOPIC	LOCATION	PRESENTER
8am - 5pm	ASSIST Training		TBD
Lunch			
<u>Social:</u> <input type="text"/>			



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Thursday, July 18th

New Staff

Theme: Duty and Crisis Response			
TIME	TOPIC	LOCATION	PRESENTER
8:30am - 12noon	Supervisor Time	TBD	
8:30am - 9am	Introduction to Duty		
9am – 10:30am	Duty Resources and Procedures		
10:30am - 11am	Emergency Protocols		
12pm - 1pm	Lunch	Hill	
1pm - 2pm	IDI Overview		
2pm - 5pm	Supervisor Time	TBD	
2pm - 5pm	Duty Tours		

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Friday, July 19th

New Staff

Theme: Supervision			
TIME	TOPIC	LOCATION	PRESENTER
8:30am - 12noon	Supervisor Time	TBD	
8:30am - 10:30am	Supervisor Overview		
10:30am - 12noon	Staff Discipline and Investigatory Meetings		
12pm - 1pm	Lunch		
1pm - 2pm	New Staff Training Wrap Up with Greg		
2pm - 4pm	Supervisor 1:1 Time		Supervisors
4pm – 5pm	Something Fun	TBD	
Social:			

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Saturday & Sunday

July 20th & 21st

Sunday Social:

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Monday, July 22nd

All Staff

Theme: Who are we?			
TIME	TOPIC	LOCATION	PRESENTER
8:30am-9:30 am	Introductions		
9:00am-10:00am	Icebreakers		
10:00am-11:00am	Departmental Goals & Values		+ Becky Wilson
11:00am-12pm	Justice Conversation		
12pm - 1pm	Lunch		
1:00pm-2:00pm	Area Updates UH&D		
2:00pm-3:00pm	Embedded Therapists Updates		
3:00pm-4:00pm	Positional Conversation/ Teambuilding Time	TBD	Returning Staff
4:00pm-5:00pm		Office Time	

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Tuesday, July 23rd

All Staff

Theme: Curriculum and Community Development			
TIME	TOPIC	LOCATION	PRESENTER
8:30am-10:00am	REM		
10:00am-11:00am	LLC Updates & Charge		
11:00am-12pm	Justice Conversation		
12pm - 1pm	Lunch		
1:00pm-2:30pm	Advising Philosophies (All Hall Association Advisors)		
2:30pm-3:00pm	Hall Association Need to Knows (Returning Hall Association Advisors)		
3:00pm-5:00pm	Office Time/ Supervisor 1:1 Time		
Social: <input type="text"/>			

Reminder

You will have to take off your shoes at the Asian-Pacific American Cultural Center tomorrow.

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Wednesday, July 24th

All Staff

Theme: Campus Partner Visits				
TIME	TOPIC	LOCATION	AUDIENCE	PRESENTER
8:30am-9:15am		WRAC	All Staff	
9:30am-10:15am	CDE & Diversity Resource Team		All Staff	
10:30am-11:15am		ISSS	All Staff	
12pm - 1pm		Lunch		
1:00pm-1:45pm	Pride Alliance Center		All Staff	
1:50pm-2:35pm	Latino Native American Cultural Center (LNACC)		All Staff	
2:40pm-3:25pm	African-American Cultural Center (Afro House)		All Staff	TBD
3:30pm-4:15pm	Asian-Pacific American Cultural Center (APACC)		All Staff	

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Thursday, July 25th

All Staff

Theme: Duty and Crisis Response				
TIME	TOPIC	LOCATION	AUDIENCE	PRESENTER
8:30am-3:00pm	Optional Office Time: LLC Grads and Curriculum Grad			
8:30am - 9:30am	Duty Scheduling		HCs and AHCs	
9:30am-10:00am	Supporting REACH Communities While on Duty		HCs and AHCs	
10:00am-11:00am	Justice Conversation		All Staff	TBD
11:00am - 12pm	Creating Your Own Professional Development and Network		All Staff	
12pm - 1pm	Lunch			
1:00pm - 3:00pm	Professional Development SMART Goal Setting	TBD	LT, HCs, AHCs	
3:00pm - 5:00pm	Office Time		All Staff	
Social: <div></div>				

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Friday, July 26th

All Staff

Theme: Teambuilding				
TIME	TOPIC	LOCATION	AUDIENCE	PRESENTER
TBD	Retreat	TBD	All Staff	

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Saturday & Sunday
July 27th & 28th

Saturday Social:

Sunday Social:

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Monday, July 29th

All Staff

Theme: Diversity, Equity, & Inclusion				
TIME	TOPIC	LOCATION	AUDIENCE	PRESENTER
8:30am - 3:00pm	DEI	TBD	All Staff	DEI Committee
Lunch				

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Tuesday, July 30th

All Staff

Theme: Supervision and Professional Development				
TIME	TOPIC	LOCATION	AUDIENCE	PRESENTER
8:30 - 9:30am	Supervision of Graduate Students		Grad Supervisors	
9:30 - 11:00am	Culturally Competent Supervision		All Staff	
11:00am – 12pm	Secretary Supervision		Secretary Supervisors	
12pm - 1:00pm	Lunch			
1:00pm - 3:00pm	Behind Closed Doors		AHCs & HCs	Associate and Assistant Directors
3:00pm - 5:00pm	Office Time		All Staff	

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Wednesday, July 31st

All Staff

Theme: Student Conduct and Care				
TIME	TOPIC	LOCATION	AUDIENCE	PRESENTER
8:30am – 12pm	Supervisor Time		Coordinators+ LLC Grads + Curriculum Grad	
8:30am - 9:30am	Conduct and Duty Updates		LT+ HCs + AHCs	
9:30am - 10:30am	Mock Conduct Meetings		LT+ HCs + AHCs	
10:30am - 11:30am	Mock Care Meetings	Catlett Learning Commons	LT+ HCs + AHCs	
12pm- 1:00pm	Lunch			
1:00pm - 3:00pm	Office Time		All Staff	
3:00pm - 4:00pm	Excelling Updates	IMU	All Staff	
4:00pm - 5:00pm	Justice Conversation	IMU	All Staff	

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Thursday, August 1st

All Staff

Theme: Start of the Year				
TIME	TOPIC	LOCATION	AUDIENCE	PRESENTER
8:30am - 9:00am	Introductions		All Staff + Secretaries	Pro Staff Training Committee
9:00am - 11:00am	Move In		All Staff + Secretaries	
11:00am - 12pm	Justice Conversation		All Staff + Secretaries	
12pm-1:00pm	Lunch			
1:00pm - 2:30pm	Office Time with Secretary		All Staff	
2:30pm - 3:00pm		Travel		
3:00pm - 5:00pm	RA Training Overview		All Staff	RA Training Committee

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Friday, August 2nd

All Staff

Theme: Let's do This!				
TIME	TOPIC	LOCATION	AUDIENCE	PRESENTER
8:00am - 10:00am		Office Time		
10:00am - 11:00am	Goals, Strategic Planning Discussion		All Staff + Secretaries	
11:00am - 2:00pm	Chopped Challenge		All Staff	Dining Staff
2:00pm - 4:00pm	Office Time/TBD FUN		All Staff	
<u>Social:</u>				

RD & GRD Training Schedule

Resident Director Training

Day 1 - Monday, July 1st			
8:00AM-10:15AM	Office Time	Returning RDs	Individual Halls
8:00AM	Onboarding - Official time is 8:30 - 10:30	New RDs with Returning	HR Building
10:30AM	Welcome <ul style="list-style-type: none"> • RD Introductions • Team Builders • Task List 	All Staff	Housing Office
12:00PM	Lunch	All RDs	Dining Commons
1:00PM-5:00PM	Office Time	Returning RDs	Individual Halls
1:00PM	<ul style="list-style-type: none"> • Card Services 	New RDs with Returning RD	Dining Commons
1:30PM	Main Housing Office Tour <ul style="list-style-type: none"> • Tour 3 floors of Housing Office • Meet Housing Office Staff 	New RDs with Returning RD	Housing Office
2:00PM-3:00PM	Organizational Culture & Transitioning to the Department <ul style="list-style-type: none"> • Org Chart • Transition strategies & learning a new culture • RD Manual, Transition Report & Building Report shared • Review RD Summer prep list • RD resource folder • RD Admin 	New RDs with Supervisor (s)	Supervisor (s) Office
3:00PM-5PM	2019 - 2020 Curriculum Overview	All RDs	Housing Office

RD & GRD Training Schedule

Day 2 - Tuesday, July 2nd			
8:00AM	Office Time	All RDs	Individual Halls
10:30AM	Golf Cart & Union Van Training	New RDs with AD-	Housing Office 1st Floor
11:15AM	HR System <ul style="list-style-type: none"> • Clocking in and out • Rounding Clock • Checking Accrual Balances • Requesting Time Away • Approving Time 	New RDs with HR	Housing Office
12:00PM	Lunch	All RDs	Dining Commons
1:30PM	Res. Ed. Staff Meeting	All Staff	Housing Office
3:15PM	RD Headshots	All RDs with Marketing	Housing Office
4:00PM	Committee/Project Meetings	Returning RDs	Varies

Day 3 - Wednesday, July 3rd			
8:00AM	Office Time	All RDs	Individual Halls
10:30 AM	Curriculum Logistics	All RDs	Housing Office
12:00PM	Lunch	All RDs	Dining Commons
1:00PM-2:30PM	Curriculum History & Overview	New RDs with AD	Housing Office
3:00PM	Complex Tours	New RDs	Campus Wide
4:00PM	Co-Bonding/Prep Time	Co-Run Halls	Individual Halls

Thursday, July 4th

RD & GRD Training Schedule

Closed for Independence Day - No Work/Training

Day 4 - Friday, July 5th

No formal training scheduled

If you are not requesting off for this day, please use your remaining hours this week to organize, prep, etc. your office and RA workspaces.

Day 5 - Monday, July 8th

8:00AM	Office Time	All RDs	Individual Halls
10:00AM	Curriculum Work Time	All RDs	Housing Office
12:00PM	Lunch	All RDs	On Your Own
1:30PM	Curriculum playbook	All RDs with AD	Housing Office
4:00PM	Team Building Activity	All RDs	Housing Office

Day 6 - Tuesday, July 9th

8:00AM	Office Time	All RDs	Individual Halls
10:00AM	Supervision Topics: <ul style="list-style-type: none"> • Expectations • Supervising Grads • Supervision vs. Mentorship 	All RDs with ADs	Housing Office
12:00PM	Lunch	Everyone	On Your Own
1:30PM	Summer Staff Meeting	Everyone	Housing Office
3:00PM	RLC Coaching Sessions/ Touch Base	RLC RDs	

RD & GRD Training Schedule

Day 7 - Wednesday, July 10th - (Alumni Spirit Day)			
8:00AM	Office Time	All RDs	Individual Halls
9:00AM	Personality & Typology <ul style="list-style-type: none"> • Enneagram • True Colors • Animal 	Everyone	Housing Office
11:00AM	Speed Colleaguig	Everyone	Housing Office
12:00PM	Lunch	Everyone	On Your Own
1:30PM	RDOC	All RDs	Housing Office
2:30PM	Lenel Training	New RDs & those who need a refresh	Housing Office
3:15PM	OneUSG/Managing RA time	All RDs	Housing Office
6:00PM	Wednesday Dinner	Everyone	

Day 8 - Thursday, July 11th			
8:00AM	Office Time	All RDs	Individual Halls
8:45AM-9:45AM	Professional Development Plans	All RDs	Housing Office
9:45AM-10:00AM	Travel to RF	All RDs	
10:00AM-11:00AM	Residential Facilities Overview <ul style="list-style-type: none"> • Intro to RF Staff • Partnering & Relationship with Residential Facilities • Expectations • Tour of RF • S.O.P.s (Location, Highlight Approved 	All RDs	RF Conference Room

RD & GRD Training Schedule

	Animals & Bag & Tag Procedures)		
11:15AM-11:45AM	Sports Education Center Tour	G/RDs	Sports Education Center
12:00PM	Lunch	Everyone	On Your Own
1:30PM	Conference & Committee Involvement	All RDs	Housing Office
3:00PM	Expectations <ul style="list-style-type: none"> • Peer to Peer • RD to RELT 	All RDs	Housing Office
3:45PM	Depart to account for SOAR sessions later	New RDs with Returning RD	
6:15PM	Talk With the Dean	New RDs with Returning RD	Student Union Ballroom
7:00PM	Who Will You Be?	New RDs with Returning RD	Student Union Ballroom

Day 9 - Friday, July 12th @ Campus 1

7:45AM - 9:00AM	Travel to Campus 1	Campus 2 Pro Staff	Meet @ Housing Office
9:00AM - 10:00AM	Campus Tour	Everyone	Meet @ UH Office
10:30AM - 12:30 PM	StarRez Training	Everyone	Health Prof. Building
12:30PM - 2:00PM	Lunch	Everyone	Dining Commons
2:00PM - 4:00PM	StarRez Training	Everyone	Health Prof. Building
4:00PM - 5:00PM	Travel to Campus 2	Campus 2 Pro Staff	

Graduate Resident Director Training Begins

Day 10 - Monday, July 15th

RD & GRD Training Schedule

8:00AM	Office Time	G/RDs	Individual Halls
10:00AM	Welcome Back <ul style="list-style-type: none"> • Team Builders • Overview of Training Schedule • Task Lists 	GRDs	Housing Office
12:00PM	Lunch	G/RDs	Dining Commons
1:00PM	Team Building Activity	All Staff	
2:00PM-3:00PM	Popcorn with Executive Director	All Staff	Housing Office
3:30PM	Grad/Supervisor/Office Time	G/RDs	Individual Halls

Day 11 - Tuesday, July 16th

8:00AM	Office Time	G/RDs	Individual Halls
9:30AM-10:15AM	Orientation Presentation	New RDs and GRDs with Returning RDs	Student Union Ballroom
10:30AM	Mediation/Conflict Resolution	G/RDs	Counseling Center Wellness Room
11:30AM	Stress management/Relaxation	G/RDs	Wellness Room
12:00PM	Counseling Center Services	G/RDs	Wellness Room
12:30PM	Lunch	Everyone	On Your Own
1:30PM	Weekly Staff Meeting	Everyone	Housing Office
3:30PM	M&Ms with Director	G/RDs	Housing Office

Day 12 - Wednesday, July 17th- Workshop

See Workshop Schedule

RD & GRD Training Schedule

Day 13 - Thursday, July 18th- Workshop

See workshop schedule

Day 14 - Friday, July 19th @ Statesboro

9:00AM	HR/Staff Accountability	Everyone	Academic Bldg
10:30AM	StarRez Training	Everyone	Library
12:30PM	Lunch	Everyone	Dining Commons
1:30PM	Staff Development Activity	Everyone	
3:30 PM	Title IX	Everyone	Residence Hall

Day 15 - Monday, July 22nd

8:00AM-8:45AM	Office Time	G/RDs	Individual Halls
8:30AM	Quick Intro	New RDs	Housing Office
9:00AM	Clubhouse Desk Supervision <ul style="list-style-type: none"> • Customer Service • Key Box Procedures • Desk Forms & Logging Interactions/Equipment Check Outs • Supervising SDAs/DAs • Tips from an RD Perspective 	G/RDs	Housing Office
10:30AM	Area Time <ul style="list-style-type: none"> • All about your supervisor 	G/RDs & ADs	TBD

RD & GRD Training Schedule

	<ul style="list-style-type: none"> • Expectations of AD • Get to know your area 		
11:30AM	Dining/Marketing Tour	G/RDs	Dining Commons
12:00PM	Lunch	G/RDs	Dining Commons
1:15PM	ASC/Library Tour	G/RDs	Library
1:30PM	Conduct/Maxient	G/RDs & RELT	Library

Day 16 - Tuesday, July 23rd			
8:00AM	Office Time	G/RDs	Individual Halls
8:45AM-9:15AM	Fire Safety Walk-Through	Hall Staff	Building
9:00AM	G/RD Time <ul style="list-style-type: none"> • Follow-Up • RA Expectations • Etc. 	G/RDs	Individual Halls
10:00AM	Purchasing Procedures <ul style="list-style-type: none"> • Petty cash procedures • Petty Cash restrictions • Budgeting 	G/RDs with AD	Housing Office
11:30AM	OMI Primer	G/RDs with AD	Housing Office
12PM	Lunch	G/RDs	Dining Commons
1:00PM-5:00PM	Office Time	RDs	Individual Halls
1:00PM	Grad Development Plans	GRDs	Housing Office
2:30PM	Conference & Committee Involvement	GRDs	Housing Office
3:45PM	GRDOC	GRDs	Housing Office

Day 17 - Wednesday, July 24th			
8AM	Office Time	G/RDs	Individual Halls
9:00AM	Campus Partner Tour	G/RDs	Campus Wide

RD & GRD Training Schedule

(DO NOT BE LATE)	<ul style="list-style-type: none"> Meet at Housing Office to ride golf carts/Housing Van to: <ul style="list-style-type: none"> 9:15-9:30: OMA 9:35-9:50: Greek Life 10:00-10:15: OLCE 10:30-11:00: Sustainability 11:15-11:45: CRI 		
12PM	Lunch	G/RDs	Dining Commons
Afternoon in the Office: G/RDs			
1:00PM-1:30PM	Fire Safety Walkthrough	Hall Staff	Building
1:35PM-2:05PM	Fire Safety Walkthrough	Hall Staff	Building
2:10PM-2:40PM	Fire Safety Walkthrough	Hall Staff	Building
2:50PM-3:20PM	Fire Safety Walkthrough	Hall Staff	Building
3:30PM-4:00PM	Fire Safety Walkthrough	Hall Staff	Building
4:10PM-4:40PM	Fire Safety Walkthrough	Hall Staff	Building

Day 18 - Thursday, July 25th - Golf Course Day			
8:00AM - 10:00AM (DO NOT BE LATE)	All Staff Photo Shoot <ul style="list-style-type: none"> Group photos headshots 	All Staff	Garden
10:30AM	Curriculum	G/RDs & RELT	Golf Course Clubhouse
12:30PM	Lunch	G/RDs & RELT	Lunch Delivered
1:30PM	RA Training Review	G/RDs & RELT	Golf Course

RD & GRD Training Schedule

			Clubhouse
3:30PM	Group Learning Activity	G/RDs & RELT	Golf Course

Day 19 - Friday, July 26th			
8AM	Office Time	G/RDs	Individual Halls
8AM - 3PM	Summer School & Success Closing (we will update the schedule as we get closer, and may get to the other items on the schedule, but this will be everyone's priority on this day)	Everyone	Summer Halls
9AM	University, Organizational, and Office Culture <ul style="list-style-type: none"> • Navigating Change • Communication • Org Culture (Bolman & Deal) 	Everyone	Housing Office
12PM	Lunch	G/RDs	Dining Commons
1:30PM	Organizational Culture Follow-up	G/RDs with RELT	Academic Building
3PM	OMI Management Team Meeting	RDs and RELT, GRDs if closing is complete	Academic Building

Midwestern College

Friday, August 2

7-8:30	Breakfast (optional)	
	New ARHDs and Kristie, John, & Brandt	All Staff Except ARHDs
9:00	First Things First: Transition to Graduate School <ul style="list-style-type: none"> Academics Life/Work/School Synergy/Balance 	In-Hall
9:45	The Role of the ARHD <ul style="list-style-type: none"> Position Description Expectations Boundaries 	
10:30	Break	
10:45	Effective ARHD-RHD Teams	
12:00	Lunch (optional)	
	RHD-ARHD Teams	
1:00	RHD-ARHD Team Activities, In-Hall <ul style="list-style-type: none"> Guide to be provided 	In-Hall
3:00	In-Hall	
4:30-6:30	Dinner (optional)	

Monday, August 5

7-8:30	Breakfast (optional)	
9:00	Welcome! Rob Director I Associate Director I Associate Director <ul style="list-style-type: none"> Team Building: Introduction to One Another University Strategic Plan & General Education Program Healthy Campus 2020 Residence Life Mission, Vision, Values Introduction to Central Staff 	
10:00	Break	
10:15	Setting The Tone: New Beginnings and Aspirations I	
12:00	Lunch (optional)	
	New Professional Staff:	Returning Professional Staff
1:00	Introduction I	Training Expectations, Part II Opening Task List Introduction, Review, & Questions I
1:30	Introduction to Housing & Residence Life <p>Christi Interim Assignment Assistant</p> <ul style="list-style-type: none"> Housing Options Housing Requirement Hall/Room Selection 	
2:00	In-Hall	
5:00	Qdoba	

Note: Titan Takeoff Tours

PREPARATIONS FOR TOMORROW

ARHDs

- Locate and read your Hall Council Constitution [found in your hall's End of Year Report located at RHD Shared Drive/In-Hall Procedures and Expectations]

Tuesday, August 6

7-8:30	Breakfast (optional)	
	<u>All Sr. Staff,</u>	Computer Lab, first floor
9:00	Introduction to StarRez Web I	
	<u>All Sr. Staff, Hor</u>	Study Lounge
10:00	Expectations I <ul style="list-style-type: none">▪ Desk Manager Expectations I	
12:00	Lunch (optional)	
	<u>All RHDs,</u>	Computer Lab, first floor
	<u>All ARHDs,</u>	Study Lounge
1:00	StarRez: Introduction to Booking I	Hall Councils I <ul style="list-style-type: none">▪ Advising Philosophy & Purpose of Hall Council▪ Advisor Role & Expectations▪ Hall Leader Recruitment, Elections, & Training
2:15	StarRez: Introduction to Correspondence I	
3:15	In-Hall	
4:30-6:30	Dinner (optional)	

Note: Takeoff Tours

PREPARATIONS FOR TOMORROW

- Locate and read your Hall Council Constitution [found in your hall's End of Year Report located at RHD Shared Drive/In-Hall Procedures and Expectations].

Returning Staff

- Read "CA and HA Resignation, Dismissal, and Discipline" section of the Hall Staff Planner, pp. 153-157 [Hall Staff Planner available electronically on Google Drive/Sr. Staff Training Manuals Shared Drive]

New Staff

- Read CA and HA position descriptions and employment agreements found in the Hall Staff Planner, pp. 116-125 [Hall Staff Planner available electronically on Google Drive/Sr. Staff Training Manuals Shared Drive]

Wednesday, August 7

7-8:30	Breakfast (optional)	
9:00	In-Hall	
	All Sr. Staff,	Computer Lab, first floor
10:00	StarRez: Introduction to Reporting I	
	Residence Life Office	All Except
11:00	Hall Leader Recruitment, Elections, & Training	In-Hall
12:00	Lunch (optional)	
	New Professional Staff:	Returning Staff,
	Recreation Lounge	Study Lounge
1:00	Overview of Student Staff Positions I Lor Community Advisor, Health Advocate, Desk Manager and Desk Worker	Student Staff Accountability and Discipline I
	All Staff Except Kayla	Recreation Lounge
2:00	In-Hall	Check-In Introduction to Opening Task List I
4:30-6:30	Dinner (optional)	

PREPARATIONS FOR TOMORROW

All Staff

- Read pp. 13-14 and 26-27 of the Hall Staff Planner, available electronically on Google Drive/Sr. Staff Training Manuals Shared Drive
- Read the Community Living portion of the Residence Life Wiki [found on the ResLifeWiki portal application] including Special Event Protocol, Risk Management, Food/Catering, Types of Funding, Transportation, Not Permitted Events, and Off Campus Travel
- Read pp. 4-32 of the BASIC Supervisors Manual

Thursday, August 8

7-8:30	Breakfast (optional)
9:00	Community Development I <ul style="list-style-type: none"> ▪ BASIC Model & Challenge Cards ▪ Community Development Expectations & Quality ▪ Program Database
10:00	Break
10:10	Funding, Purchases, & Prizes I
10:50	Introduction to Special Event Protocol and Waivers I
11:10	Break
11:20	Community Development Wiki I
12:00	Lunch (optional)
1:00	CA Training Preview and Preparations I
3:00	In-Hall
4:30-6:30	Dinner (optional)

Friday, August 9

7-8:30	Breakfast (optional)	
9:00	CA Training Preview and Preparations I	
12:00	Lunch (optional)	
12:50	<div>Center Main Lobby</div>	All Staff Except
	<div>Tour I</div>	In-Hall
3:00	In-Hall	
4:30-6:30	Dinner (optional)	

PREPARATIONS FOR MONDAY

New Staff

- Review CA Duty Expectations, Confrontation Guidelines, and Security Station Manual on the Google Shared Drive/Sr. Staff Training Manuals/2019-2020/CA Duty & Security Stations
- Conduct Philosophy, Student Conduct Expectations, and Conduct Officer Competencies on the Google Shared Drive/Sr. Staff Training Manuals/2019-2020/Student Conduct
- Review Residence Hall Policies [located in the Rights and Responsibilities Handbook] and Code of Conduct found at edu/housing/policies

All Staff

- Review "Guide to Opening" Handout located on the Google Shared Drive/Sr. Staff Training Manuals/2019-2020/Move-In and Opening

Monday, August 12

7-8:30	Breakfast (optional)	
	Julieon	Returning Staff
9:00	Residence Hall Safety and Security I <ul style="list-style-type: none"> Hall Staff Duty I Confrontation Guidelines I Security Stations Professional Staff Duty Model Security Stations 	In-Hall
10:00	Break	
10:15	Residence Hall Policies I	
	Study Lounge	Room
11:15	The Conduct Process Overview I <ul style="list-style-type: none"> Maxient Hearing Officer Expectations 	ARHD Supervision In-Hall
12:00	Lunch (optional)	
	All Professional Staff	
1:00	Move-In I	
2:00	Opening Days/Guide to Opening I <ul style="list-style-type: none"> Room Stuffers I Loft Rentals Schedules, Roles (You, Hall Staff) Floor Meetings I Welcome Week Events 	
	Red Zone Programming	
3:30	In-Hall	
4:30-6:30	Dinner (optional)	

PREPARATIONS FOR TOMORROW

All Staff

- Review the Emergency Reference Guide located on the Google Shared Drive/Sr. Staff Training Manuals/2019-2020/Crisis Management and Response including Tab 3: Crisis Response and Tab 4: Title IX and Administrative Moves

Tuesday, August 13

7-8:30	Breakfast (optional)	
9:00	Campus Resources <ul style="list-style-type: none"> Sexual & Interpersonal Violence Prevention Coordinator Staff Counselor and Outreach Coordinator, University Counseling Center University Police Chief Associate Vice Chancellor for Student Affairs/Dean of Students Associate Dean of Students I Associate Dean of Students I Associate Dean of Students I Students I Accessibility Coordinator I Office Manager 	
	Bedside Emergency Reference Guide I	
10:30	Break	
10:40-11:25	Rotation 1 [see schedule below]	
11:30- 12:15	Rotation 2 [see scheduled below]	
12:15	Lunch (optional)	
1:15 - 2:00	Rotation 3 [see schedule below]	
2:10	Debrief & Questions, FERPA, Student Conduct Expectations	
3:00	In-Hall	
4:30-6:30	Dinner (optional)	

	Sexual Assault/Title IX Lounge	Suicide Ideation/Mental Health Lounge	Bias Incidents/Hate Crimes Lounge
Facilitated by			
10:40-11:25			

PREPARATIONS FOR TOMORROW

All Staff

- Locate and read your hall-specific Fire Reunification and Tornado Warning/Watch procedures identified in your End of Year Report
- Review the First Response Manual for After Hours Emergencies located on the Google Shared Drive/Sr. Staff Training Manuals/2019-2020/Crisis Management and Response/Bedside Manual/Tab 5: Facilities

Wednesday, August 14

8:00	Departmental Meeting,
	Study Lounge
9:30	Custodial and Facilities Incident Responses, I
	Emergency Procedures: Fire Reunification, Tornado Warnings/
11:00	In-Hall
12:00	Lunch (optional)
1:00	Diversity Inclusion Resource Tour I
3:00	In-Hall
4:30-6:30	Dinner (optional)

PREPARATIONS FOR TOMORROW

Thursday, August 15

7-8:30	Breakfast (optional)
9:00	Desk Manager and RHD-ARHD Meetings, In-Hall
10:30	Miscellaneous <ul style="list-style-type: none"> ▪ Sr. Staff Expectations ▪ BASIC Challenge Cards ▪ HA Updates ▪ Other ▪ RHD Duty Schedule
12:30	Lunch (optional)
1:15	Special Assignment Teams
2:15	In-Hall
4:30-6:30	Dinner (optional)

PREPARATIONS FOR TOMORROW

Friday, August 16

7-8:30	Breakfast (optional)
9:00	In-Hall
12:00	Lunch (optional)
1:00	In-Hall
4:30-6:30	Dinner (optional)

Southeastern Flagship University

CD Training Schedule

Friday, July 26	Training Topic	Location
8am-11:45am	Optional Office Set-Up Time	CD office
12pm-1:30pm	CD Welcome Lunch	7 th Floor Community Room
1:30pm-2pm	CD Goal Setting and Expectations	7 th Floor Community Room
2pm-3pm	CD Experience Panel	7 th Floor Community Room
3pm-5pm	AC/CD In-Area Time	In-Area
5pm-	Dinner with AC	Various locations (\$12 and under)
Saturday, July 27		
8am-12pm	Conduct and Maxient	Hall
12pm-1pm	Lunch	Hall
1pm-3pm	On-call and Incident Report Writing	Hall
3pm-3:30pm	CD On-Call Scheduling	Hall
4pm-5pm	AC Check-In	In-Area
5pm-6pm	Dinner	Community Center
Sunday, July 28		
12pm-1pm	Lunch	
1pm-2pm	Marketing Training	
2pm-4pm	Residential Curriculum Training	
4pm-5pm	Office Time	CD office
5pm-6pm	Dinner	
Monday, July 29		
8:45am-9am	Travel to ESCAPE	
9am -10:30am	ESCAPE	
10:30am-11am	Travel back to campus	parking lot
11am-12pm	Lunch	Room
12pm-5pm	P.I.E. Training	
Tuesday, July 30		
8:30am-10am	Supervision 1.0 & 2.0	– 7 th Floor Community Room
10am-11am	Progressive Discipline	– 7 th Floor Community Room
11am-12pm	Conflict Management and Mediation	– 7 th Floor Community Room
12pm-1pm	Lunch	– 7 th Floor Community Room
2pm-5pm	Operations Training/Keybox Access	– 7 th Floor Community Room
5pm-6pm	Dinner	– 7 th Floor Community Room
6pm-8:15pm	Bowling	Bowlero
Wednesday, July 31		
9am-10am	Staff Photos	In front
10am-11am	Google Drive Training/ Pro-Devo	Classroom
11am-12pm	StarRez	Classroom
12pm-1pm	Lunch	Classroom
1pm-2pm	StarRez follow-up	Classroom
2pm-3pm	International Student Center	Classroom
3pm-5pm	Move-In Departmental Meeting	– 7 th Floor Community Room
5pm-until	CD Night on the Town	Various Locations

Thursday, August 1		
8am-11am	Prepare for RAs to Return	In-Area
11am-11:30am	RA Training Expectation Discussion	Community Room
11:30am-12:30pm	Lunch	Community Room
View RA Training Schedule		

Coordinator Training Schedule

Monday, July 15th--Location: HR

"Blank canvas has unlimited possibilities"- Stephanie Perkins

8:00am-12:00pm HR Training Day for New Coordinators
Location: HR Drivers:

12:00pm-1:00pm Lunch
Location: TEA Lunch:

1:00pm-4:30pm HR Training Day for New Coordinators
Location: HR Drivers:

Tuesday, July 16th--Location:

"Once you have a blank canvas in front of your eyes, you can think about how you want to paint it"- Dr. Prem Jagyasi

9:00am-9:30am Welcome and Overview
Location: Presenter

9:30am-10:30am Ice Breaker
Location: Presenters

10:30am-10:45am Break

10:45am-11:45am A Day in the Life of a Coordinator
Location: Presenters

12:00pm-1:00pm Lunch

1:00pm-1:30pm Manual Overview
Location: Presenter

1:30pm-2:00pm Main Office Tour
Location: Main Office Presenter Administrative Assistant

2:00pm-2:15pm Break

2:15pm-3:00pm Job Description and Departmental Calendar Overview
Location: Hall 1st Floor Presenter

3:00pm-4:00pm Technology Basics
Location: Hall 1st Floor Presenters:

4:00pm-4:45pm Technology Tools
Location: Hall 1st Floor Presenter: Bailey Steckbauer

5:00pm-6:00pm Dinner

7:00pm-9:00pm Welcome Social

Location
*All Family are Welcome

Southern University

Tuesday, July 30th--Location

"The best way to predict the future is to create it"- Abraham Lincoln

9:00am-10:00am RAED Pt. 2
Location: Residence Hall Presenters:

10:15am-12:00pm RLJ Studio Time
Location: Offices

10:15am - 11:00am Lock Shop Training
Location: Presenters:

10:15am - 11:00am NSO & Building Tours
Location: Presenters:

11:00am-11:45am NSO & Building Tours
Location: Presenters:

11:00am-11:45am Lock Shop Training
Location: Lock Shop Presenters:

12:00pm-1:00pm Lunch

1:00pm-1:30pm Special Duty Coverage
Location: Residence Hall Presenters:

1:30pm-2:00pm Regular Duty Coverage for the Fall
Location: Residence Hall Presenters:

2:00pm-2:15pm Break

2:30pm-3:00pm Working with Parents
Location: Residence Hall Presenters:

3:00pm-3:15pm RA Time Sheets
Location: Residence Hall Presenters:

3:15pm-3:45pm Utilizing your OA and OA/RA Vacancies
Location: Residence Hall Presenters:

3:45pm-4:00pm Nuts and Bolts
Location: Residence Hall Presenters:

4:00pm-4:45pm Closing
Location: Residence Hall Presenters:

5:00pm-6:00pm Dinner

1:30pm-2:15pm Title IX Training
Location: Conference Room
Presenters:

2:15pm-2:45pm Emotional Support Animals
Location: Conference Room
Presenter:

2:45pm-5:00pm Studio Time & Buddy Time
5:00pm-6:00pm Dinner

Thursday, July 25th & Friday, 26th—Location:
Thursday: "Once we believe in ourselves, we can risk curiosity, wonder, spontaneous delight or any experience that reveals the human spirit." -E.E. Cummings
Friday: "Use your own paint; color your world." -Israelmore Ayivor

Monday, July 29th—Location:
"Getting educated is the process of learning to paint yourself on the canvas of life in a better way."
-Debasish Mridha

9:00am-9:30am Finance Updates
Location: Residence Hall
Presenters:

9:30am-10:00am Outdoor Opening
Location: Residence Hall
Presenters:

10:00am-10:30am Indoor Opening
Location: Residence Hall
Presenters:

10:30am-10:45am Break

10:45am-11:30am Open Tips and Tricks
Location: Residence Hall
Presenters:

11:30am-11:45am Opening Events
Location: Residence Hall
Presenters:

12:00pm-1:00pm Lunch

1:00pm-2:00pm Professionalism
Location: Hall Lobby
Presenter:

2:00pm-2:30pm Safety Security and 1st Floor Meetings
Location: Hall Lobby
Presenters:

2:30pm-2:45pm Break

2:45pm-3:15pm Social Media, Listservs, and Community Damage Billing
Location: Hall Lobby
Presenters:

3:15pm-4:45pm Diversity, Inclusion, & Resources
Location: Residence Hall
Presenters:

5:00pm-6:00pm Dinner

Wednesday, July 17th—Location:
"We don't make mistakes, just happy little accidents" -Bob Ross
9:00am-10:30am Buddy Breakfast and Campus Errands
Location: Various Locations on Campus
10:30am-11:45am Conduct Overview
Location: Conference Room
Presenters: JJJJ

12:00pm-1:00pm Lunch

1:15pm-2:00pm Finance Prep
Location: Conference Room
Presenter:

2:00pm-3:15pm Finance Overload
Location: Conference Room
Presenters:

3:15pm-5:00pm Buddy Time
5:00pm-6:00pm Dinner

Thursday, July 18th—Location: Tour, Rec, Hall Lobby
"Lie is like a rainbow. You need both rain and sun to make its colors appear." -Unknown

9:30am-11:30am Campus Tour
11:30am-12:40pm Lunch with Campus Recreation and Wellness
Location: Presenter:
12:40pm Rec Tour
Location: Campus Walking Tour
Presenter:
12:40pm-1:00pm Campus Tour
Location: Rec Center
Presenters
1:00pm-2:15pm Break for New Coordinators
1:00pm-5:00pm COAD Class Training
2:15pm-4:00pm Conduct, Crisis, Duty for New Coordinators
Location: Hall Lobby
Presenters: CLCO
5:00pm-6:00pm Dinner

Friday, July 19th—Location: Hall 1st Floor
"The most talented, thought-provoking, game changing people are never normal" -Richard Branson

9:00am-9:15am Welcome/Overview
Location: Hall 1st Floor
Presenter:
9:15am-10:00am Team Builder
Location: Hall 1st Floor
Presenters
10:00am-10:45am Utilizing Studio Supplies
Location: Hall 1st Floor
Presenters
10:45am-11:00am Break

Tuesday, July 23rd—Location: Conference Room AM	
Residence Hall PM "Every act of creation is first an act of destruction."- Pablo Picasso	
9:00am-9:20am Head Shots Location: Main Office	Presenter:
9:20am-9:30am Campus Living Group Photo Location: Main Office	Presenter:
9:35am-10:30am Conduct Location: Conference Room	Presenters: CLCO
10:35am-10:50am Break	
10:50am-11:45am ECU PD Partners and Resources Location: Conference Room	Presenters:
11:45am-1:15pm Lunch with CCSD Location: Room	Presenter: CCSD
1:30pm-2:15pm Living Learning Communities Location: Hall	Presenters:
2:15pm-2:30pm Break	
2:30pm-3:30pm Supervision Location: Residence Hall	Presenters:
3:30pm-4:30pm Advising Location: Residence Hall	Presenters:
4:30pm-5:00pm Buddy Time	
5:00pm-6:00pm Dinner	
Wednesday, July 24th—Location: CHS Conference Room "Creativity comes from a conflict of ideas."-Donatella Versace	
9:00am-10:00am Departmental Overview Location: CHS Conference Room	Presenter:
10am-10:30am Severe Weather Protocol / Emergency Lockdown Procedures Location: Conference Room	Presenters:
10:30am-10:45am Break	
10:45am-11:45am Community Conflict and Crisis Response Location: CHS Conference Room	Presenters: CLCO
12:00pm-1:15pm Lunch	
12:00pm-1:15pm LLC Lunch Location: Main Student Center,	Presenter:

11:00am-12:00pm RAED Part 1 Location: Hall 1st Floor	Presenters:
12:00pm-12:15pm Manual Updates Location: Hall 1st Floor	Presenter:
12:15pm-1:15pm Lunch	
1:15pm-5:00pm Studio Time	
5:00pm-6:00pm Dinner	
Monday, July 22nd—Location: "Your life is your canvas and you are the masterpiece. There are a million ways to be kind, amazing, fabulous, creative, bold, and interesting."-Keri	
9:00am- 9:40am Team Builder Location:	Presenters:
9:45am-10:15am Calendar Dates and Time Away Location:	Presenter
10:15am-10:30am Break	
10:30am-11:15am Programming Philosophy Location:	Presenters:
11:15am-12:00pm Community Building Location:	Presenters:
12:00pm-1:00pm Lunch	
1:00pm-1:15pm Retreat Overview Location:	Presenters:
1:15pm-1:45pm Staff Development Location:	Presenters:
1:45pm-2:15pm Campus Living Teams Location:	Presenter:
2:15pm-2:30pm Break	
2:30pm-3:30pm Academics Initiatives Location:	Presenters:
3:30pm-4:45pm Conduct w/ OSRR Location:	Presenters: OSRR
5:00pm-6:00pm Dinner	

Northeast College

Res Life Admin Calendar X						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
28	29	30	31	1	2	
		Blackout Date	Blackout Date	Blackout Date	Blackout Date	
	Finalize Policies&Procedure	RHD Trainin	Professional	Professional	Professional	
	Review Training Presentatio	RHD Training: Student Con	Facilitating I	THD Refresh	Understandi	
		RHD Training: Student Con	RHD Training: Partnering w	Move In Meeting: SC 120	Title IX Training with Res Li	
		RHD Trainin	Summer Staff Meeting	White Fragility Lunch and L	Coping with Vicarious Trau	
		RHD Trainin		RHD Training: Health & We	IMC Building	
	Senior Area Discussion Mount Camel Office; Lavoie,	Student Development and (Alcohol Screening Tool wit		

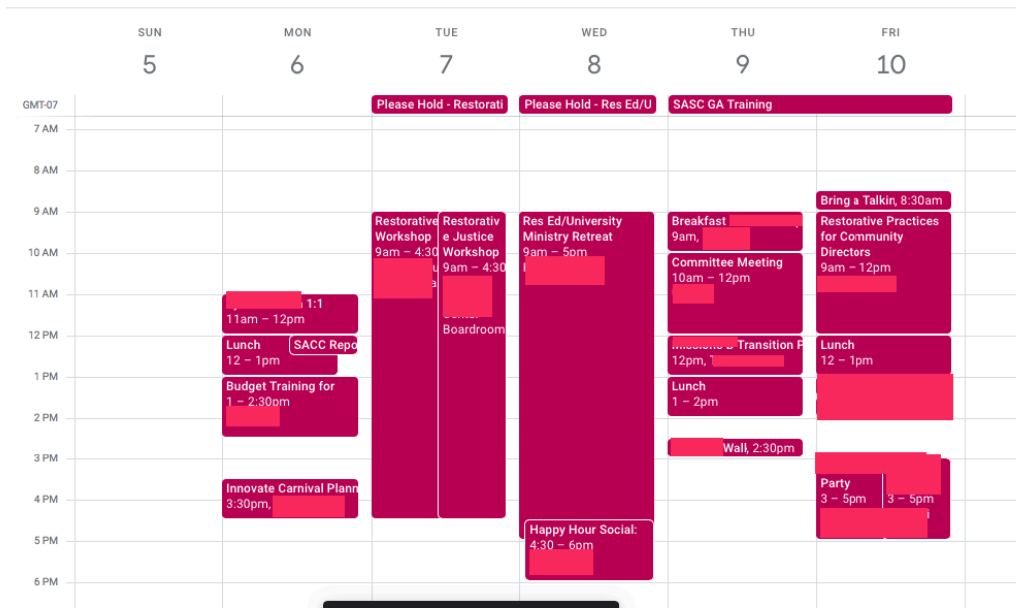
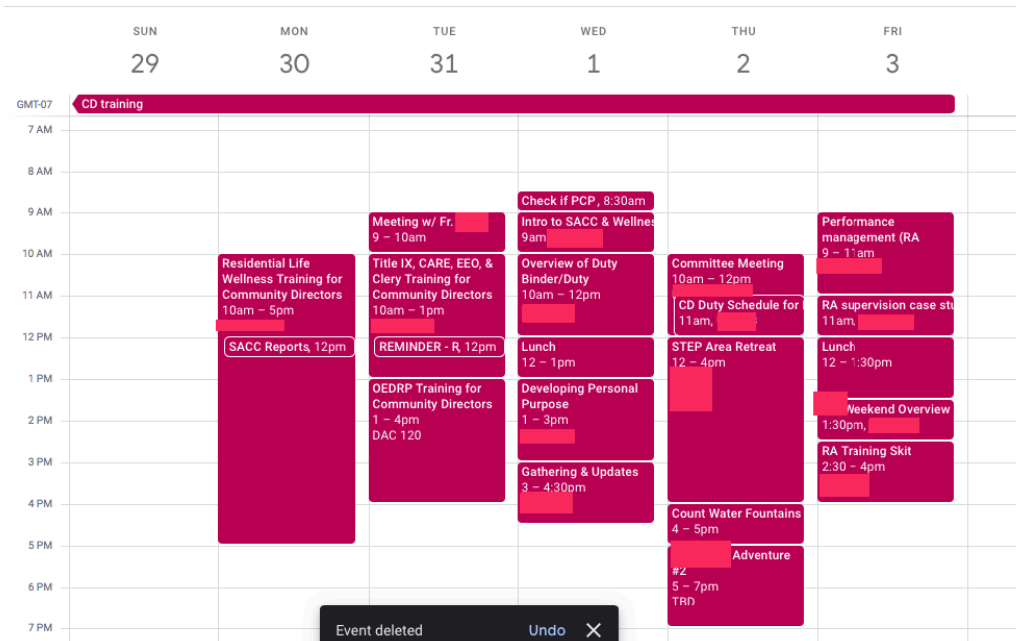
Western Catholic College

SUN 24	MON 25	TUE 26	WED 27	THU 28	FRI 29
	On-boarding (8:45am	Coffee & Welcome Buds		Student Hall Walk Throug	
	Ole Monday	9am,		9am,	
	Onboarding)	Residential Life All	Tour of Student Life	Introduction to	
	9:30am – 12pm	10 – 11:30am	units and Key Campus	10am,	
		TBD	10am – 12pm	Overview of Restorative	
			Campus	11am, U	
	Lunch on F SACCC Repo				
	12pm				
	New-hire Errands	Star Rez, Onity, SALTO		Apartment	
	1 – 3pm	1 – 2:30pm		1pm,	
	Campus	Summer MV Office		Villane Aps	
		Apartment (S		2pm,	
		2:30pm, SAPs		Terrace Apartn	
		Walk Throug		3pm, PTAs & UTAs	
		3:30pm,			



SUN	MON	TUE	WED	THU	FRI
15	16	17	18	19	20
Please Hold - Res Ed Staff Retreat					
	Res Ed Staff Retreat 9am - 1am	Res Ed Staff Retreat 9am - 1pm	9 - 10am K/Directory P 9am, 	Conference 9am - 7pm	
	SACC Reports, 12pm	REMINDER - R, 12pm	Conference 10am - 6pm		Committee Meeting 10am - 12pm
					Duty Conversatio 12 - 1pm
					Lunch 1 - 2pm
		First Time Att 3 - 4pm			Organize RA Room and Supply Boxes 2 - 3:30pm
		Mass 5 - 6pm			
		Reception 6 - 7pm		Summer Shindig 6 - 8pm Patio	
		Dinner			

SUN	MON	TUE	WED	THU	FRI
22	23	24	25	26	27
	CD training				
				Pay Day	
		Training Start - Coffee/ 9am, Living Room	CD Career Developmen 9am, 	Pick Up Pay Check 9 - 10am	Fostering Inclusive Con 9am,
		CD Training Kick-off 10am - 12pm		Committee Meeting 10am - 12pm	Setting Staff Expectations & Team 10am - 12pm
			Wellne 11am - 12pm		
	Lunch 12 - 1pm	Lunch 12 - 1pm	Lunch 12 - 1pm	Lunch 12 - 1pm	Lunch 12 - 1pm
	Second Year Onboardin 1pm, 	Working Differently 1 - 3pm	Update and Resources 1 - 4pm	RA Supervision 1 - 2:30pm	CD Training 1 - 2:30pm
				Supervision Best 2:30 - 4pm	Hall Council Training 2:30 - 4pm
			Pick Up 4:30 - 5:30pm		
				Adventure #1 5 - 7pm TBD	Pick Up 5 - 6:15pm Tickets



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- Amaro, H., Reed, E., Rowe, E., Picci, J., Mantella, P., & Prado, G. (2010). Brief screening and intervention for alcohol and drug use in a college student health clinic: Feasibility, implementation, and outcomes. *Journal of American College Health, 58*, 357–364.
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